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ABSTRACT

This health education guide for kindergarten through high school contains concepts and learning activities appropriate for each age group. The following major units are included: 1) personal health, 2) family health, 3) nutrition, 4) mental and emotional health, 5) use and misuse of substances, 6) diseases and disorders, 7) consumer health, 8) accident prevention and emergency health services, 9) community health, and 10) environmental health. (JD)

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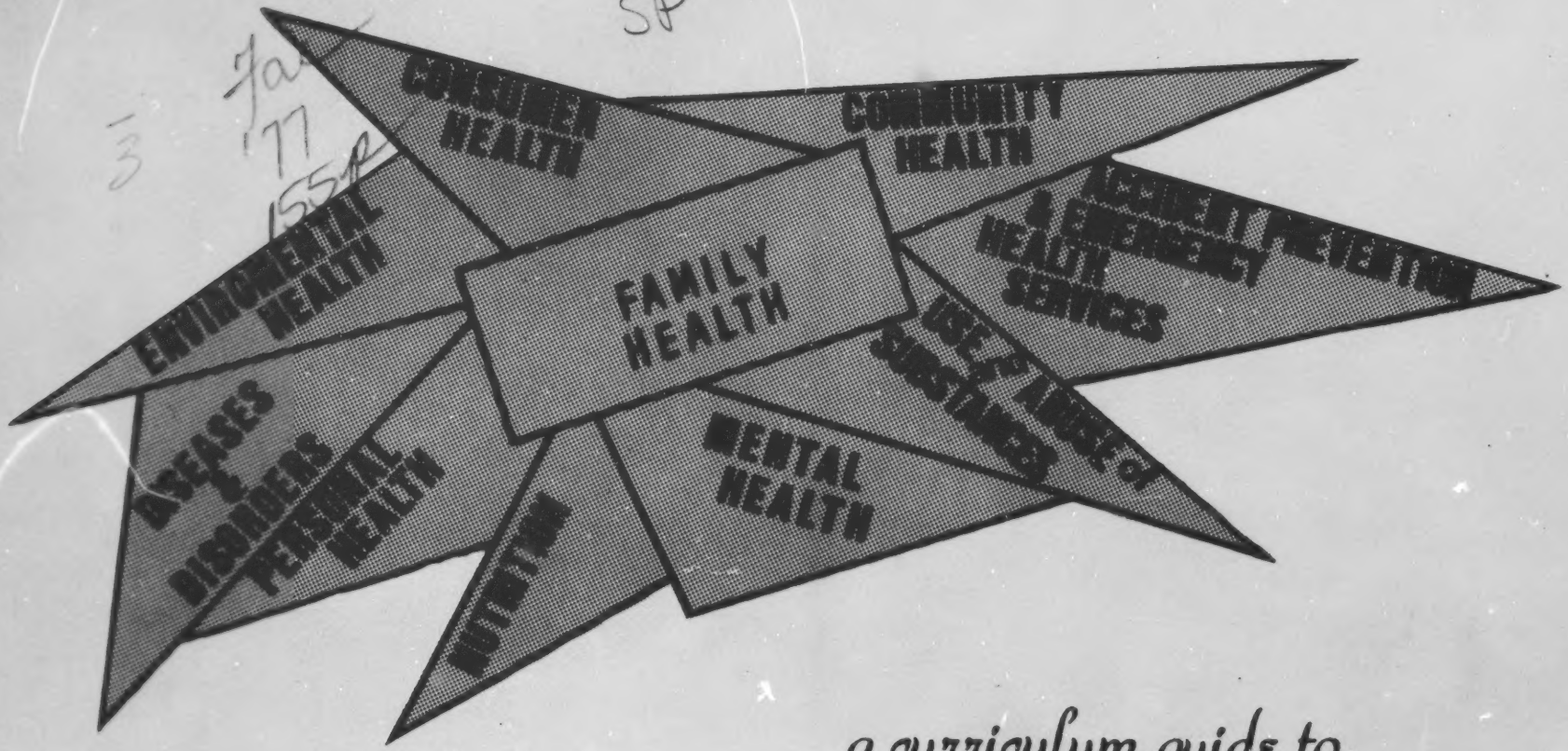


*a curriculum guide to*

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# HEALTH EDUCATION

PETALUMA (ELEMENTARY) SCHOOL DISTRICT
PETALUMA HIGH SCHOOL DISTRICT
11 Fifth Street
PETALUMA, CALIFORNIA 94952

SP 016 314

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PETALUMA HIGH SCHOOL DISTRICT
11 Fifth Street
Petaluma, California 94952

# HEALTH EDUCATION CURRICULUM GUIDE

## GRADE LEVELS K-12

## A Teacher's Guide

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HEALTH EDUCATION CURRICULUM GUIDE

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# INTRODUCTION

The Health Instruction Framework for California Public Schools is designed to assist districts in developing a relevant and comprehensive program of health instruction from kindergarten through grade twelve. This framework serves as a basis for developing a well planned health instruction program.

This guide serves as a basis for developing a sequential health instruction program that is related to current local problems. It is designed to develop thinking and individual responsibilities.

With this in mind, the following pages give learning activities and possible resources that can be used by teachers to bring about, to the students, an awareness of the ten content areas as outlined in the California State Health Framework.

The Guide reflects a concerted effort by the community and district staff to provide practical ideas for the implementation of the concepts in the classroom.

Teachers should feel free to make notes in the margins and add ideas to the column "Teacher/Student Resources."

The Guide is to be continuously reviewed, revised, and up-dated.

## HEALTH EDUCATION CONTINUUM PLAN

| MAJOR HEALTH UNIT | K - 3 | 4 - 6 | 7 - 8 | 9 - 12 |
|---|---|---|---|---|
| I. PERSONAL HEALTH | Ø | Ø | | Ø |
| II. FAMILY HEALTH | Ø | Ø | Ø | Ø |
| III. NUTRITION | Ø | Ø | Ø | |
| IV. MENTAL AND EMOTIONAL HEALTH | X | Ø | Ø | Ø |
| V. USE AND MISUSE OF SUBSTANCES | Ø | Ø | Ø | |
| VI. DISEASES AND DISORDERS | X | X | Ø | |
| VII. CONSUMER HEALTH | X | X | Ø | Ø |
| VIII. ACCIDENT PREVENTION AND EMERGENCY HEALTH SERVICES | Ø | X | X | |
| IX. COMMUNITY HEALTH | X | X | | Ø |
| X. ENVIRONMENTAL HEALTH | X | X | X | |

.....

Ø = MAJOR AREA EMPHASIS IN GUIDE

X = AREA COVERED BUT NOT EMPHASIZED

PERSONAL HEALTH

GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Wellness<br>Wellness is more desireable than illness and demands a life-long investment. | 1.a. Have the class discuss how one feels when he/she is well; when he/she is ill. | |
| 2. Physical Fitness and Cardiovascular Health<br>A balanced program of physical activities, rest, recreation, and adequate diet contributes to fitness and cardiovascular health. | 2.a. K-3<br>a. Give each student an opportunity to choose the physical fitness activity for a day in physical education.<br><br>4-6<br>b. Have the students discuss how the development of skills can enhance the enjoyment of physical activities. | Film<br><br>10926 Physical Fitness and Good Health |
| 3. Rest, Sleep, and Relaxation<br>Adequate relaxation, rest, and sleep reduce the stress of fatigue and tension and allow the body systems to become revitalized. | 3.a. K-3<br>a. Provide students with opportunities to experience various activities that promote rest, having them listen to stories, poems, and music at quiet time and rest time.<br><br>4-6<br>b. Discuss stress, what it is and what can be done about it. A very good film on stress can be used. | Film<br><br>11195 Understanding Stress and Strain |
| 4. Oral Health<br>Protection and care of the mouth, teeth, and gums promotes oral health as well as general health and appearance. | 4.a. K-3<br>a. Prepare small portions of several foods such as celery, apples, carrots, and nuts. Let each student eat some of each food to find out which teeth he uses to bite and grind the food.<br><br>b. Role play a scene from the dentist's office.<br><br>c. Make a mobile of articles or pictures | School nurse can arrange for equipment for role playing dentist's office from Dental Auxillary |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | that represent ways to care for the teeth.<br><br>d. Have the students sing the song: (Tune: Here we go 'round the mulberry bush)<br><br>This is the way we brush our teeth,<br>brush our teeth, brush our teeth.<br>This is the way we brush our teeth,<br>so early in the morning.<br>(comb our hair)(wash our face) | |
| | 4.b. 4-6<br>a. Have the students make a chart listing oral health practices. They are to check the chart daily to see if they are following it.<br><br>b. Have a local dentist come in to demonstrate good oral health practices.<br><br>c. Form small committees to study and research teeth and oral health and present to the class. | Local dental hygenists are available for consultation. |
| 5. Vision and Hearing<br>Eyes and ears must be cared for in order to maintain effective vision and hearing. | 5.a. K-3<br>a. Demonstrate ways to handle sharp objects, toys, or games which may cause injury.<br><br>4-6<br>b. Have the school nurse come in to give and explain hearing and vision tests. | Anatomy charts of eye and ear available from school nurse. |

# PERSONAL HEALTH

## GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Solving health problems effectively is important to the individual and to society. | 1.a. Have the students do a general health survey. Then have them describe the results and its meaning in terms of their health. | Common Health Club will provide information regarding health screening tests. |
| | 1.b. Have the students list the factors that they feel should be included in the term "health." After the list is completed, organize the class into small groups. Have the groups describe the meaning of health and summarize and condense the contents into a definition. | |
| | 1.c. Have the students divide into small groups to discuss the meaning of health education. | |
| | 1.d. In a class discussion, have the students give examples in which individuals may have the knowledge but not the practice of proper health habits. | Teaching material available from local Heart Association and Lung Association and Cancer Society. |
| | 1.e. Have the students develop a health bulletin board that deals with each area in personal health. Have the class discuss their board. | |
| | 1.f. Have each student list and discuss current health problems and the methods in which people solve them. Discuss and list the methods in which people solve their health problems. | |
| | 1.g. Have each student select an individual or community health problem and solve it using the scientific method. Discuss the results. (This could be a good way to start the bulletin board.) | |

Grade Levels 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 2. Skin conditions can have an effect on individual's own feelings and his interaction with others | 2.a. Have the students identify some of the skin conditions that affect them and their friends. | Film strip on acne available from school nurse. |
| | 2.b. Have students read about skin problems that affect young adults and make a list of the more important conditions that they have read about. | |
| | 2.c. Have students list every procedure that they use to wash their own face. Discuss the importance of washing your face and skin. | |
| 3. Most disorders of vision and hearing can be prevented or treated and corrected. | 3.a. Have the students in small groups discuss the main hearing diseases and disorders. | Films<br>11510 Noise is Pollution Too 15 min. |
| | 3.b. Compare the structure of the eye, with a camera. | 22720 Eyes. 15 min. |
| | 3.c. Have the students discuss the following question: "If they had to lose all senses but one, which one would they select, and why." | |
| | 3.d. With the okay by a volunteer student, restrict several of his senses in a problem solving situation to show the importance of these senses. Blind fold a student and have him try and thread a needle and write his name. Have a student dry his/her tongue off real well with a cloth, then have the student distinguish between crystals of salt and sugar placed on the tongue. Have the blindfolded student pinch his nose, and distinguish the taste between small bits of: apple, carrot, potato, onion. | District teacher of the visually handicapped available for consultation. |
| | 3.e Have the class list the diseases and disorders of the nervous system, the eyes, | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | and ears. In outline form, have the student write about the diseases in terms of the cause, symptoms, care, and treatment.<br><br>3.f. Demonstrate visual acuity with the Snellen Eye Chart.<br><br>3.g. Have the students write examples of the situations that help prevent loss of sight and hearing. In small groups have the students predict the type of behavior that would be necessary for preventing the loss of sight and hearing in the situations given. | |
| 4. Good body posture contributes to effective functioning. | 4.a. Select students to demonstrate good and poor sitting, standing, and walking postures.<br><br>4.b. Set up a posture course with stations set up to evaluate individuals in the unrehearsed acts of walking, sitting, and standing while pushing, carrying and lifting objects.<br><br>4.c. Have students perform or conduct a personal inventory of the factors that influence their personality and select one that needs improvement. Present, in writing, an account on their course of action to improve this factor. | Speaker: Heart Association of Redwood Empire<br>4000 Montgomery Drive<br>Santa Rosa. Ca. 544-1992<br><br>School nurse can demonstrate posture screening and referral program. |
| 5. A balanced program of physical health is beneficial at all ages. | 5.a. Have the class write a short paper on the possible results of engaging in sporatic activities of a strenous nature. Discuss some of the papers in class. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 5.b. Have a panel of students compare the dangers of engaging in sporatic activities of a strenuous nature with benefits of maintaining a regular program of physical activity. | |
| 6. Research provides a sound basis for understanding the effects of sleep and exercise. | 6.a. Have students read the appropriate materials describing research findings concerning sleep, exercise and fatigue. Have the class summarize in writing, the implications of this research to daily living. Have small groups of students discuss the results and report to class. | Materials are available from Association of Physical Education, Health and Recreation. |
| 7. Physical fitness contributes to mental health. | 7.a. Have students write a short story describing ways in which physical fitness contributes to mental health. Have the student read and discuss selected stories to the class. | Program of activities provided by local Recreation Department. |

FAMILY HEALTH

GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. <u>Family Composition</u><br>The composition of the family takes many forms; each member affects the health of all members of the family. | 1.a. K-3<br>a. Discuss the responsibilities of each member of the family.<br>b. Have each student make a family tree.<br>c. Discuss type of work done by various members of the family.<br><br>1.b. 4-6<br>a. Enlarge on the family tree. Look for dates, jobs, and countries of origin of ancestors. Have the students share their findings.<br>b. Have the students prepare a bulletin board illustrating a family and then have the students define the role of each individual in the family.<br>c. Have the students analyze and discuss the positive and negative factors involved in various family environments (divorce, death, remarriage, adoption, etc.)<br>d. Have the students name one or more customs that have come from the family of one or more parents (suggest that they ask their grandparents.)<br>e. Have the students discuss family customs such as observances of holidays, etc., and how they differ. You could dramatize some of these. | <u>Filmstrips</u><br>Family: Family Members and their Roles<br><br><u>Films</u><br>22414 Family Matters*<br>22652 Where is Dead*<br>21931 Breakup<br>22099 The Way We Live<br>10892 Just Like You |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | f. Have the students find pictures showing families of various ethnic and cultural background. Discuss the importance of understanding the customs of different families.<br><br>g. The students could do research on another culture. They could choose a country of their heritage. | |
| 2. Interpersonal Relations The capacity to adjust to, understand, and respect others will enhance one's interpersonal relationships. | 2.a. K-3<br>a. Display pictures of families participating in various activities. Ask the question: Do all families help each other the same way? Why do people in their families help each other?<br><br>b. Have the students suggest what specific work must be done in the classroom to make it a nice place to live. Have each person say what he might do to help. Relate this to tasks and responsibilities in the home.<br><br>c. Have each student draw a picture of his family showing all the people who are in his family. Put the pictures on the bulletin board and discuss the structure of the different family groups.<br><br>2.b. 4-6<br>a. Have the students role play various situations where parents have to make decisions for the family.<br><br>b. Think about how and why people are given authority. What happens when there is no authority<br>aa. in games | Films<br>21952 Families are Different and Alike<br>10954 Families<br>22707 Our House<br>Filmstrip<br>Family: Each Family is Different<br>Family: Family Members and their Roles<br>Film<br>11326 Where are You in Your Family |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | bb. meetings<br>cc. classrooms | |
| Ability to resolve conflict using the problem solving technique to arrive at a solution which is mutually satisfactory. | c. Think about conflict, quarreling, fighting. Use situations that have arisen at school. How was it solved?<br>aa. between child and parent<br>bb. between children<br>Discuss ways in which conflicts are resolved.<br>aa. Rules<br>bb. Decisions as a result of a conference<br>cc. Decisions by authority<br>dd. Discipline | Film<br>22107 I Agree, You're Wrong<br>10900 Social Side of Health<br>21382 Evans Corner |
| | d. Dramatize situations which show different feelings and act out different ways of responding. In what ways do people express feelings?<br>Act out open-ended stories. | |
| | e. What is a decision?<br>What factors influence our decisions?<br>Use open-ended stories or role play about making decisions? | Film<br>22102 Decisions, Decisions |
| 3. Gender<br>Gender identity and roles are influenced by biological, emotional and socio-cultural factors. | 3.a. K-3<br>a. Have the students collect pictures of children from magazines. Place them on a bulletin board entitled -- Children Everywhere. Have the students observe and identify how boys and girls are alike and how they are different. (Do differences really matter). Allow the children to compare and name the physical | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | likenesses and differences of the children in the pictures, such as hair, eyes, skin color, tall, short, boy, girl, clothes, etc.<br><br>b. Divide the class into two groups -- one boys and the other girls. Have the groups list the things they like to do and the toys they enjoy. The students are to compare lists and are to identify likenesses and differences.<br><br>3.b. 4-6<br>a. Have the class discuss how roles formerly thought to be exclusively "male" or "female" roles are now shared or interchangeable roles. Also discuss that these might be different in different families, or in different cultures. | Film<br>22386 Free to Be You and Me (Independence)<br>22385 Free to Be You and Me (Expectations)<br><br>Film<br>11315 Fable of He and She<br>22385 Free to Be You and Me: Expectations<br>10892 Just Like You |
| 3. Life Cycle<br>Understanding of human growth and development throughout the life cycle leads to an appreciation of oneself and others. | 3.a. K-3<br>a. Discuss animal families. Have children collect pictures of different animals. Have the children name animals that lay eggs and those whose babies are born alive.<br><br>b. Show the film "Human and Animal Beginnings" and answer questions raised by children related to reproduction of animals. Describe the way they care for their young. Compare with the care needed by human babies.<br><br>c. Discuss how boys and girls are alike, | Film<br>20483 Human and Animal Beginnings<br>11243 What is a Family |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | how they are different.<br><br>d. Help children to understand that they will grow at different rates. Have children bring pictures of themselves at various stages of growth and show how the growth rates differ from pupil to pupil. | |
| The life cycle is affected by many factors<br>a. Climate<br>b. Geography<br>c. Care<br>d. Food supply | 1.b. 4-6<br>a. Discuss those characteristics and needs that are common to all forms of life. The differences between human life and other forms of life.<br><br>b. Demonstrate that each part of the body has a special purpose - each perform a particular function - each is dependent on other parts. Divide class into groups to research body parts and report to class.<br><br>c. Discuss how boys and girls differ in their growth rates<br>aa. Boys versus boys<br>bb. Girls versus girls<br>Students could make graphs showing these differencies in the classroom.<br><br>d. Discuss bodily changes that each boy and girl go through during puberty. Use proper names for parts of the body discussed.<br><br>e. Using films filmstrips, diagrams, or combination of these, the teacher can discuss reproduction as a natural and normal process. | Film<br><br>22633 One Species Among Many<br><br>20483 Human and Animal Beginnings*<br><br>10509 You the Livng Machine<br><br>21935 Then One Year*<br><br>Booklet<br><br>The Human Story: Facts on Birth, Growth, and Reproduction, by Hofstein, Sadie. Scott, Foresman & Co.<br><br>Filmstrip<br><br>Maturing Boys and Girls |

Grade Levels K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | | Film<br>21935 Then One Year<br>Filmstrip<br>Where Babies Come From |
| 4. Human Heredity and Genetic Disorders<br>Heredity and environment interact to influence the development of living organisma. | 4.a. 4-6<br>a. Put the terms "Heredity" and "acquired" on the board. Have the students make a list of all the human characteristics they can think of. After they have a complete list, have them check which traits are hereditary and which acquired. | |

# FAMILY HEALTH

## GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Human masculinity and femininity are determined by biological, emotional and social factors. | 1.a. Have the students discuss the influence of the unisexual hair styles and fashions on developing masculine or feminine roles. They should be encouraged to examine the roles not only of the parents but of all the children in that family.<br><br>1.b. Use pictures from old magazines. Work in groups to create posters of "ideal" men and women. Identify stereotypes. Have boys and girls, independently, determine the ideal man and woman. Discuss the differences each group sees as a trait.<br><br>1.c. Have students use T.V. and magazine ads to discuss how advertising has had an effect on what we consider the ideal male and female.<br><br>1.d. Have students make a personal coat of arms. A large ditto sheet with a shield on it is divided into eight sections; in each section the students draw something about themselves. Only one section may have writing in it; the rest must be drawn in.<br><br>1.e. Make a list of things most teenagers worry about. Compare lists and discuss why these things are important and how they may be solved.<br><br>1.f. Have students select personal things they want to do, e.g. a list of ten things I want to do before I die.<br><br>1.g. Discuss how failure can be a step toward growth. Include:<br><br>a. Why is the fear of failure an important factor in causing failure?<br>b. What school subjects are you afraid of | Books<br><br>Masculinity and Femininity, Houghton Mifflin<br>Health and Growth, Scott, Foresman<br><br>Beiler, Edna, Three Homes, Three Families, Friendship<br><br>Miller, Claire Glass, What Boys Want To Know About Girls<br><br>Turner, Richard, The Family You Belong To<br><br>Whiteside-Taylor, Katherine, Getting Along With Parents<br><br>Unger, Arthur and Carmel Berman, What Girls Want To Know About Boys<br><br>Film<br><br>21530 Masculine or Feminine; Your Role in Society, 19 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | and why?<br>c. Do you work well under pressure?<br>d. Name some people who were able to rise above failure.<br>e. Relate failures you have had and how you overcame them. | |
| | 1.h. Make a list of ten characteristics of a good friend.<br><br>Discuss the problems of having friends of both sexes.<br><br>Make a list of qualifications of a boy/girl friend, Do I have these qualities myself?<br>What are things we can share together?<br>What are the differences between love and like?<br>How are they the same?<br>Use popular songs that illustrate what love is. Discuss.<br>Brainstorm the statement "a sign of love is....."<br>Have class vote on suggestions to make a list.<br>Make a series of "Dear Abby" letters appropriate to the level of your class (e.g. "How can I get the boy in my math class to notice me?")<br>Discuss student responses. | Pamphlets and Booklets from the Association for Family Living<br>28 E. Jackson Blvd.<br>Suite 1313<br>Chicago 4, Illinois<br><br>Film<br><br>20018: Anatomy of a Teenage Courtship. 28 min. |
| | 1.i. Topics for discussion:<br><br>a. How often or should junior high students date?<br>b. Should a boy always pay the way?<br>c. Should parents be present at a party?<br>d. What place does sex have in dating?<br>e. What part does peer pressure play in dating? | Film<br><br>10895: Steve and Kathy Going Steady. 11 min |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | f. What responsibilities do boys and girls have to each other while dating? | |
| 2. Heredity plays a part in the development of a human being. | 2.a. Use transparencies and explain cell and cell parts.<br>Have students draw cell and label parts.<br>NOTE: Microscope and slides should be made available at this time.<br>Draw sex-cell-egg-sperm. Be sure students understand how chromosome number is reduced to half.<br>Develop a list of dominant and recessive genes.<br>Have students make a list of their traits, and, if possible, what ancestor they received them from.<br>Invite speakers from organizations that sponsor genetic disease research, such as the March of Dimes.<br>Discuss diseases that are passed on through heredity: sickle cell anemia, tay sacks disease, hemophilia, color blindness, diabetes, multiple sclerosis, etc.<br>Have students brainstorm to make a list of inherited characteristics and how the environment might affect these characteristics<br>Discuss how identical twins separated at birth may be different. | Film<br>21889: A Functioning Structure. 60 Min.<br>Material and program available from March of Dimes. |
| 3. An understanding of the normal processes of human reproduction helps students function more effectively | 3.a. Have the students know the names, locations and functions of the human reproductive systems.<br>Give students a check list and have them decide which parts are male, female, or both sexes.<br>Give students an outline of the human body and have them draw in the organs and glands.<br>Review terms and locations with transparencies. | Films<br>21363: Maturing Female 23 min<br>20395: Human Reproduction 20 min.<br>22578: Adapting to Parenthood 20 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | Explain the meaning of endocrine glands and hormones.<br>Discuss female reproductive system.<br>Include: Changes for puberty, menstrual cycle (myths), personal hygiene, pap test, breast exam, egg production, menopause.<br>Discuss male reproductive system.<br>Include: Nocturnal emmisions, sterility, masturbation, impotency, erection, ejaculation, circumcision, production of sperm. | Films<br>20484: Parent to Child About Sex. 31 min.<br>21352: To Be A Man. 14 min.<br>22320: To Be A Woman. 15 min<br>21894: Naturally..A Girl. 14 min. |
| | 3.b. Explain the physical act of intercourse (a good time to explain the difference between the terms "sex" and sexual intercourse").<br>Have students write questions on cards.<br>Answer those appropriate to the maturity of the class. Some of the questions may have to be answered individually, as some students may be offended by the answers.<br>Teacher discretion is extremely important because of the wide range of sexual sophistication commonly found at the intermediate level. | Family Planning Education<br>Sonoma County Department of Health Services. |
| | 3.c. Be sure the students understand the common names as well as the scientific names (e.g. birth canal and vagina, uterus and womb.<br>The purpose of this lesson is to inform, not shock the student.<br>Teacher presentation with transparencies on fertilization-ovulation. Discuss and conduct a question and answer session.<br>Show film, Have a Healthy Baby (Time-Life Series on the Embryo).<br>Use models of development, if available.<br>Discuss labor and birth.<br>Discuss fetal development.<br>Describe how mother and baby have separate blood and therefore can have different blood types. | Hofstein, Sadie, The Human Story; Scott, Foresman & Co.<br>21492: Childbirth for the Joy of It. 20 min. |

Grade Levele 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.d. Discuss and show (if available) different types of birth control devices.<br>Have a member of the County Family Planning Program speak to class on the importance of family planning.<br>Have a question box available to answer questions that might arise about family planning and the necessity of birth control. | Film<br><br>21847: Purposes of Family Planning. 15 min.<br><br>Consult listing in back of guide for guest speakers in this area.<br><br>California Youth Authority Publication<br><br>Sonoma Family Planning, Santa Rosa, California |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 4. The family and its members exert a significant influence upon one another. | 4.a Discuss mothers and fathers using T.V. personalities (e.g. The Waltons, All in the Family, Rhoda, Partridge Family, That's My Mama, Good Times, Happy Days, etc.)<br>Develop a list of stereotypes.<br>Make a list of what mothers are, fathers are, sisters are and brothers are. Make a master list and have students check those items true for their families.<br>Select one or more of the suggested films. Show and discuss.<br>Make a class list of dress, hair and make-up styles that students want but parents object to.<br>Make a list of dress and hair styles parents want for the students. How can these differences be resolved? Role-play parent and student. Discuss: Do you think it is possible to treat family members the way you treat friends? What is meant by the generation gap? Is there such a thing? Do parents and children have unrealistic expectations of one another?<br>What do adults mean by the words: responsibility, common sense, honesty, self control. Do definitions change depending on the situation? | |
| | 4.b. Select one family T.V. show and list the reasons why you like or dislike it. Do you think T.V. family solutions would work in real life?<br>Write an essay describing the kind of family you would provide for a teenager. Include: chores, dress code, behavior, dating and sex, curfew, alcohol, drugs, smoking, religious attendance, watching T.V., use of car, getting along with brothers and sisters, education, allowance, values. | Petaluma Peoples Service Center -- Teen Action -- can provide information on teen/family problems and local temporary foster home placement for troubled teens. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 5. Social, ethnic, and cultural factors influence each family's activities. | 5.a. Have students design a family of the future. Include: number of people, types of jobs, etc. Discuss.<br>Have students brainstorm what they want to know about the family. Arrange the list in order. Discuss the top five.<br>Compare ghetto, city, suburban and rural family life.<br>Have students make two lists; What I contribute to the family. What I receive from the family. Please note that at this age it is more normal to receive more than they give. | |
| | 5.b. Have guest speakers discuss the effects of family changes. Also have them discuss organizations that aid youth.<br>a. Own church<br>b. Alteen<br>c. Crippled Children's Society<br>d. Alcoholics Anonymous<br>e. Catholic Social Service<br>f. Family Service Agency<br>g. People's Service Center | Guest Speakers<br><br>Consult list in back of guide for appropriate speaker in this area. |
| | 5.c. Have students break into groups of four or five students. Work out a problem based on alcoholism, drug abuse, illness, etc. can affect family life; or write a report on how a family with young children is different from one with teenagers; or write a report on the advantages and problems of having three generations under one roof. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 5.d. Activity<br><br>WHO DO YOU SPEND TIME WITH?<br><br>Purpose<br><br>Value indicators are often found in our choice of friendships and associations. This strategy is designed to help students become more aware of their friendship patterns.<br><br>Procedure<br><br>The teacher asks the students to draw a line down the middle of their papers. On the left-hand side of the paper they are to list the initials of the ten people they would most like to spend time with. Students are then to code the second column placing the following symbols next to each name or initial.<br><br>a. R if the person is a relative, F for a friend, O for other.<br>b. M if the person has some manners that bother you.<br>c. S or D to indicate whether their religion is the same or different from yours.<br>d. SR or DR to indicate whether the person is the same race or a different race from yours.<br>e. SA, O, Y, or A to indicate if they are the same age, older, younger or adult.<br>f. SS or DS to indicate if they are the same sex or different sex.<br>g. SN or DN to indicate if they live in the same neighborhood.<br>h. F if your family approves of them. Leave it blank if they don't. | |

# FAMILY HEALTH

## GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Questions concerning sexuality should be dealt with on an individual basis. | 1.a. Discussion questions<br>a. If homosexuality were accepted, how would it affect our culture?<br>b. What would the positive and negative results be?<br>c. What problems or disadvantages do homosexuals face in our society? What advantages?<br>d. Should homosexuality be considered a sin?<br>e. Why do people consider it immoral?<br>f. Should homosexuals be able to raise children? Get married? Join the armed forces? Teach school? Teach physical education?<br>g. Is there a difference in being a fairy and being a homo?<br>h. Can you tell by looking at someone if they are gay?<br><br>1.b. Incomplete Sentences<br>a. Homosexuality is....<br>b. If I found out that my best friend was gay, I would....<br>c. If my son was gay, I would....<br>d. If my daughter was gay, I would....<br>e. Gay Liberation is....<br><br>1.c. Continuums/Values Voting<br>a. Homosexuality is a sin.<br>b. Homosexuality is a type of sickness.<br>c. Homosexuals should be allowed to get married.<br>d. Homosexuals should be allowed to adopt children.<br>e. Homosexuals should be allowed to attend school here. | School psychologist can provide names of organizations that have materials available. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | f. Homosexuals should be allowed to teach school here.<br>g. I would feel comfortable having homo's live in my neighborhood.<br>h. I would be comfortable working with a homo.<br>i. I would feel comfortable having a teacher who is homosexual.<br>j. I would feel comfortable having a friend that is homosexual.<br>k. A male homo is less of a man than a heterosexual man.<br>l. A lesbian is less of a woman than a heterosexual woman. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. It is often difficult to talk about sex. By sharing mutual concerns, the class may open up and become more trusting of one another. | 1.a. Put the class into groups of 5 and 6. Each group should be given paper and a felt pen.<br><br>1.b. Explain to the class that the reasons they're doing this is to make it easier to talk about sex. Tell the class that you want them to brainstorm, discuss and list all of the reasons why it is hard to talk about sex. Have them put a star by the ones that they feel most strongly about.<br><br>1.c. When done, have them read what they have done. Then compare, and as a large group, discuss such issues as:<br><br>a. Would it be easier to talk in a group that is all boys or all girls? Why?<br>b. Would it be easier to talk if everybody in the group were all around the same age? Why?<br>c. See if they can pinpoint a reason why it is hard.<br>d. Talk about obstacles that prevent teenagers talking with their parents about sex.<br>e. Why might it be hard for boy and girl friends to talk together about sex?<br>f. Who are more open to talk honestly about sex, boys or girls?<br>g. What kinds of things could the class and teacher do to make discussion more open? | Film<br><br>21530 Masculine or Feminine: Your Role In Society. 19 min.<br><br>Film strips: Guidance Association of Pleasantville, New York |
| 2. To communicate about sex, we have to use words. It is not surprising, considering our culture, that most of the terms and words come from a long ago, dead language, | 2.a.<br>WORD — DERIVATION<br><br>Penis — Tail, little pencil. Artist brush (Latin)<br>Glans — Acorn (Latin)<br>Scrotum — Bag (Latin)<br>Testis — Witness (Latin) The word is relating to the early | |

| CONCEPTS | LEARNING ACTIVITIES | | TEACHER/STUDENT RESOURCES |
|---|---|---|---|
| (Continued) | WORD | DERIVATION | |
| | | practice of placing ones hand on the "seat of manlines" when swearing rather than on the heart--testimony. | Send for catalog of teaching materials: charts, transparencies, film strips, from Denoyer-Geppert, 5235 Ravenswood Avenue, Chicago, Illinois 60640 |
| | Semen | To slow (Latin) | |
| | Sperm | Seed (Latin) | |
| | Epididymus | (epi) upon and (didymus testicle (Greek) | |
| | Vas deferens | Carrying-off vessel (Latin) | |
| | Seminal vesticle | Reservoirs where semen is stored (latin) | |
| | Ejaculation | Out and throw (Latin) | |
| | Circumcision | (circum) around and (cision cut (Latin) | |
| | Prostate | (pro) in front and (state) to stand (stander before the bladder) (Latin) | |
| | FEMALE | | |
| | Mons veneris | Mound of the venus (Latin) | Anatomy charts available from school nurse. |
| | Pudendum | To be ashamed (Latin) | |
| | Vagina | Sheath, scabbard (Latin) | |
| | Labia Majora | Greater lips (Latin) | |
| | Labia Minora | Lesser Lips (Latin) | |
| | Clitoris | To close (Greek) | |
| | Hymen | Membrans (Greek) | |
| | Cervix | Neck (Latin) | |
| | Uterus | Belly, abdomen, hollow place (Old English) | |
| | Menstraul | Monthly (Latin) | |
| | Ectopic | Out of place (Latin) | |
| | MALE AND FEMALE | | |
| | Orgasm | Violent excitement of (Latin) | |
| | Puberty | Adult, grown up (Latin) | |
| | Pelvis | Basin (Latin) | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| which is incomprehensible to most people. It is no wonder that sex education and lectures on anatomy and physiology can seem very boring to the students. It could then be very helpful to point out to the students that at the time these words were of everyday use, and the original words were with descriptive and functional meanings. Below is a list of selected words, along with their origin or derivation. This list should bring on a discussion of slang and euphemism and their effects on communication. | WORD — DERIVATION<br>Hormone — To excite (Greek)<br>Gonads — That which generates (Greek) | |
| 3. Anatomical and physiological concept of the human reproductive system | 3.a. Lecture on male and female anatomy.<br>3.b. Use anatomical chart to describe the male and female reproductive organs.<br>3.c. Have the students make a vocabulary list to use in Human Sexuality. | Film<br>Human Reproduction<br>20 min. |

Grade Levels 9-12 — Human Sexuality

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 4. Sex roles are behavior patterns which our society determines to be appropriate for males and females | 4.a. Discussion questions:<br>a. What are the differences between men and women?<br>b. Which are biological and culture differences?<br>c. How are girls raised differently than boys?<br>d. Ask the students about the differences around them in terms of how they are treated because of their sex? Who washes the dishes? Who usually is allowed to drive the car on long trips? Who gets to stay out later? Who mows the lawn? Who is more protected to society.<br>e. How are girls and boys treated differently at school?<br>f. Are there any jobs that you consider to be only for men and women? What are they if you said yes?<br>g. Do your ideas on masculinity and feminity differ from your parents? If so, what are they?<br>h. What would you do if your four year old sister wanted to play with a fire engine? Wear over-alls to school?<br>i What would you do if your four-year old son wanted a Tiny Tears doll for a present? Wear a dress to school?<br>j. What do you feel about the Woman's Liberation Movement?<br>k. Who has it better in society, men or women?<br><br>4.b. Incomplete Sentences:<br>a. Being a woman/man makes me feel....<br>b. If I were the opposite sex my life would be different because.... | Information on recent legislations requiring that school facilities be equalized for both sexes from school administration offices. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | c. In ten years my life will probably be...<br>d. In ten years I'll probably spend most of my time....<br>e. In this society, males....<br>f. In this society, females....<br>g. Having to support a family is....<br>h. Growing up a female is....<br>i. Growing up a male is....<br>j. The one thing I'd like to change about being a male/female is....<br>k. Women Libers are....<br>l. Boys who wear earrings are....<br>m. Girls who ask boys out are....<br>n. Boys who like to cook are....<br>o. Boys who cry are....<br>p. Girls who like to work on cars are....<br><br>4.c. Continuums/Values Voting<br><br>a. I think woman's place should be at home.<br>b. It is okay that a woman plays on a man's team if she is a good athlete.<br>c. Men should make the decisions because men think while women act on their emotions.<br>d. Men and women should equally share in the housework and child care.<br>e. Women should not want to change things now because they have the best deal now.<br>f. Males and females are created different and are meant to do very different things and in different acts.<br>g. It is okay for men to cry.<br>h. Alimony should be abolished.<br>i. Women are instinctivly maternal and nurturing.<br>j. Girls should be free to ask for a date, and to initiate sexual relationships.<br>k. Most women do not want to be independent but want a man to take care of them. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | l. Women have the advantage because they are protected, experience more leisure time and freedom from the pressure to achieve.<br>m. It's the boy who initiates sexual relationships and activities, but it is up to the girl to say yes or no.<br>n. Boys have a stronger sex drive than girls.<br>o. Boys can have sex for the physical pleasure, but girls need an emotional involvement to enjoy sex.<br>p. Girls should have to pay their own way on a date.<br>q. Girls do not have the right kind of mind to go out and do a man's work.<br>r. There should not be a co-ed physical education, because girls don't know how to play the games and they might get hurt.<br><br>4.d. Uncle Henry's Advice Column<br><br>Dear Uncle Henry:<br><br>I hope you don't laugh at me too. We had a special day last week called "Career Future Day" where you had to tell the kind of career you would like to have. I've always wanted to be a dancer, modern or ballet but gave my presentation on being a lawyer because I was afraid the other boys would laugh at me and call me a sissy or a fag. Anyway, I've found out that the P.E. Department is going to offer a modern dance class next semester. I'd really like to take the class but I'm afraid I'll be the only boy in the class. When I talked to my P.E. coach about it he just laughed and | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued | told me to play basketball instead (I'm 6'4"). What do you think I should do?<br><br>Tall and Frustrated<br><br>4.e. Learning Activity<br><br>Discuss the meaning of the word "Stereotype." Then on the chalkboard draw two columns -- one labeled feminine and the other masculine. Ask the class to list all the stereotype characteristics that they can associate with each sex. What are the classic ways in which we define a "real man" and a "real lady." Have the class do this together or in male/female groups. Discuss the results.<br><br>4.f. Collage of Sex Stereotypes<br><br>Have each student bring to class magazines on and for women, men, children and family. Have the class break into small groups of opposite groups to make a collage on the American woman/American man. Have them also list the stereotypes most usually found. Have the class join together and discuss the collages and what made each group decide on these pictures used on the collages<br><br>4.g. Quickie<br><br>On the chalkboard. draw a circle and a square of the same size and proportion. Ask the class which one is male and which one is female. Why? Do the same with straight lines and squiggly lines, letters of the alphabet, numbers and almost anything that is an abstract design including | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | ♂ ♀. Talk about how they decided on which one for each sex.<br><br>4.h. Famous People<br><br>a. Have the class list 10 different people.<br>b. Have the class list 10 famous Americans.<br>c. Have the class list 10 famous women.<br>e. Discuss the results.<br><br>It is often better to do this exercise right before you begin a section on sex roles. The first two lists will be mainly men and the last list women. They will be mainly movie stars, and will probably take longer. Discuss what that seems to imply. | |
| 5. An individual must decide on a behavior pattern when choosing a partner. | 5.a. Discussion Questions<br><br>a. How does a person decide who to go out with?<br>b. What do teenagers do when they go out? Where do they go?<br>c. What does it mean to date?<br>d. When is a person old enough to date?<br>e. Do teenagers still date?<br>f. Should the planning and paying be the boy's responsibility?<br>g. Do teenagers still go steady? Should they?<br>h. Why is it that boys that have sex with a lot of girls are considered and respected "studs" and when a girl goes out with a lot of different boys and has sex is called a slut or a whore?<br>i. How would you define a good relationship?<br>j. What is it that boys want most from a girl? | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | k. What is it that girls want most from boys.<br>l. Should people live together before they get married?<br>m. What would the advantages and the disadvantages be to living together?<br>n. For what reasons should a person get married?<br>o. How does a person know when he/she is ready for marriage?<br>p. What are some problems that occur when you get married?<br>q. What is the difference between traditional and modern marriage?<br>r. For the boys: How would you feel if a girl you didn't really know came up and asked you for a date?<br>s. For the girls: Would you feel comfortable asking a boy out? Why or why not?<br>t. When a boy pays for the date, does he expect anything in return?<br>u. What do girls think boys expect?<br><br>5.b. Incomplete Sentences<br><br>a. Dating is....<br>b. Romance is....<br>c. For the girl marriage means....<br>d. Going steady is....<br>e. Boys shouldn't date girls who....<br>f. Girls shouldn't date boys who....<br>g. Girls who ask guys out are....<br>h. Marriage is....<br>i. Divorce is....<br>j. Living with someone is....<br>k. Living with the same person for the rest of your life would be....<br>l. The difference between living with someone and being married is....<br>m. Teenagers who marry are.... | Speakers available:<br>1. Clergy from local churches<br>2. Sonoma County Child Protective Social Service Department 527-2246 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | n. Two-timing means....<br>o. My girlfriend is....<br>p. My boyfriend is....<br><br>5.c. Continuums/Values Voting<br><br>a. A girl that is 16 should be able to stay out at night as long as she wants to.<br>b. A 16 year old boy should be able to stay out as long as he wants to.<br>c. Parents should have a say who you go out with.<br>d. The boy should be the one to ask the girl out, not visa versa.<br>e. The boy should pay for the date.<br>f. You should live with the person before you get married.<br>g. Virginity before marriage is a thing of the past.<br><br>5.d. Uncle Henry's Advice Column<br><br>What do you do about uptight parents? My dad says I have to be in at 12:00 on weekends. I mean isn't that ridiculous? I'm 16, never been in any trouble or anything. He says it's just for my own good, that girls who stay out late get into trouble. My friends at school make fun of me and it's ruining my social life. Don't you think it's unfair? How late do you think I should be out? I know my dad will listen to you.<br><br>Night Owl | |
| 6. There are qualities everyone should look for in a partner | 6.a. This exercise is designed to have the class look closely at the types of qualities they desire in a partner. Because of this, this exercise can be done anonymously, it may | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | allow the student to respond to their own values rather than those of their peers.<br><br>Provide each student with the following list of characteristics. Ask them to rank in order what is most important to what is least important. Make sure that they know it is an anonymous poll. Tell them only to indicate their sex.<br><br>a. Good looks<br>b. Intelligence<br>c. Fairness, willing to share unpleasant tasks.<br>d. Well-off financially<br>e. Same race<br>f. Sports minded<br>g. Warm and affectionate<br>h. Honest and sensitive<br>i. Good sense of humor<br>j. Good health<br>k. Sexually responsive<br>l. Good housekeeper<br>m. Good cook<br>n. Virginity<br>o. Good body.<br><br>Collect the lists and separate the sexes in order to score them. When they are scored, present the results. Have the class discuss.<br><br>6.b. Variation<br><br>Have the class' parents fill them out then compare with those of the students. | |
| 7. Dating, marriage and choosing relationships are part of | 7.a. Quickies<br><br>a. Liking versus loving. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued)<br><br>being a total person. | Have the students discuss the difference between liking and loving and what each term means to them. You may also want to talk about the differences in being infatuated, loving someone, and being in love.<br><br>7.b. Criticisms<br><br>Have the students list at least 19 things they dislike about the opposite sex. Chart their responses in order of frequency and discuss them.<br><br>7.c. Cost of Marriage<br><br>Have the class discuss and figure out the minimum cost of being married, or two people living together. Include such cost as:<br><br>Utilities: P.G. & E., Telephone, Water, Garbage, Cable T.V., Rent<br>Entertainment: Clothing, Gifts, Laundry, Household goods, Miscellaneous, Alcohol, Magazines<br>Transportation: Car Payments, Bus, Gas/oil, Insurance, Maintenance, Food | |
| 8. Attitudes toward boys and girls differ in our society. | 8.a. Discussion Questions<br><br>a. How important is virginity in society today?<br>b. Do guys have a stronger sex drive then girls?<br>c. What are some of the reasons guys have sex?<br>d. What are some of the reasons girls have | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| | sex?<br>e. What should the purpose be to have sex?<br>f. What does double standard mean? Does it still exist.<br>g. What are the pros and cons of having pre-marital sex?<br>h. Have a discussion on sex education in school today.<br>i. What should the purpose be in having sex education? Why is it hard for parents to talk to their teenager about sex?<br>j. Why is a boy called a "stud" and respected when he has a lot of sex with a lot of girls but a girl is looked down upon and is called a "slut" or a "whore?"<br>k. What does it mean to "use" someone?<br>l. What does one feel when he has been "used?"<br>m. How important is love, affection, caring, honesty and respect in a sexual relationship? | Family Planning Education Unit, Sonoma County Health Services 527-2395 |
| | 8.b. Incomplete Sentences<br><br>a. Pre-marital sex is....<br>b. Loving someone is....<br>c. Living together is....<br>d. When it comes to the opposite sex....<br>e. Girls should be....<br>f. Boys should be....<br>g. Double standard means....<br>h. A girl, on her first date, should....<br>i. A boy, on his first date, should....<br>j. Virginity....<br>k. Masturbation is....<br>l. The best thing about having a girl/boy friend is....<br>m. Being alone is better than....<br>n. Before you have sex you should.... | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | o. Pre-marital sex causes guilt when....<br>p. Parents think sex is....<br>q. If my parents knew I was having sex they would....<br><br>8.c. Ambiguous Questions<br><br>a. First of all, sex is fun.<br>b. People who think too much about sex are immature.<br>c. There should not be sex without love.<br>d. Everyone should be free to do what he wants sexually.<br>e. Many people put too much emphasis on sex.<br>f. Sex, like food, is more enjoyable when there is a variety.<br>g. When it come down to sex, there is a great difference between what most people do and what they want to do.<br>h. Young people today have a more healthy attitude towards sex than their parents do.<br>i. Women are more monogamous than men.<br>j. Sex is more exciting at the beginning of a relationship.<br>k. Men and women who have extra marital affairs have sexual problems.<br><br>8.d. Continuum/Values Voting<br><br>a. There should be no sex education in school.<br>b. Boys would prefer to marry virgins.<br>c. Girls would prefer to marry virgins.<br>d. If two people are engaged, it is okay to have sex.<br>e. If two people are in love it is okay to have sex.<br>f. You should only have sex with someone you love. | Marin County Planned Parenthood Association, San Rafael |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | g. Sex should be romantic.<br>h. Sex should be spontaneous.<br>i. Our society puts too much emphasis on sex.<br>j. Young people today have a healthier attitude towards sex than their parents do or did.<br>k. I wouldn't want my son to be a virgin when he gets married.<br>l. I wouldn't want my daughter to be a virgin when she gets married.<br>m. Women are more monogamous than men are.<br>n. There is more emotion with woman when it comes to sex than men.<br><br>8.e. Uncle Henry's Advice Column<br><br>Dear Uncle Henry:<br><br>I'm a sophomore girl and I've started at a new school. Most of the girls have talked like they have already had sex. I don't feel ready but I feel funny that they have and I haven't. How do you know when you are ready? Is there something wrong with me?<br><br>Worried<br><br>Dear Uncle Henry:<br><br>Do you think it is wrong to have sex before marriage? Julie and I have been going around for 11 months. We manage to get pretty far when we're fooling around, but we haven't had sex yet 'cause Julie says she still feels it's wrong. She wants to | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | wait until after we're married (her parents are old fashioned). How can I get her to realize that there's nothing immoral about sex? I really like her a lot. I even bought some rubbers at the drug store (boy, was I nervous). But everytime we just about decide to have sex, she changes her mind again. What do you think I should do. Who's right?<br><br>Frustrated in Fremont | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Our own self-image is important in forming our attitudes about others. | 1.a. Discussion Questions<br>a. How do we decide what makes a person beautiful?<br>b. How do we decide what makes a person sexually attractive?<br>c. Are teenagers concerned about the size and shape of their breast and penis?<br>d. How important are good looks?<br>e. How would you change your body?<br>f. What is the purpose of make-up?<br>g. Should parents allow their kids to see them in the nude?<br>h. Should nudity be allowed on public beaches?<br>i. What function or purpose do clothes serve?<br>j. Why can old men be considered attractive and usually not old women.<br><br>1.b. Incomplete Sentences<br>a. I wish my body was....<br>b. The part of my body I like the most....<br>c. The part of my body I like the least....<br>d. The first thing I notice about boys is..<br>e. The first thing I notice about girls is.<br>f. Big breasts are....<br>g. Woman who wear make-up....<br>h. When I get my period, I feel....<br>i. Menstruation is....<br><br>1.c. Continuums/Values Voting<br>a. Girls are more concerned with the way they look than boys.<br>b. Girls with big breasts are more attractive.<br>c. Make-up makes a girl feel more attractive | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | d. Boys should wear make-up<br>e. I am satisfied with the way my body looks. | |

Grade Levels 9-12 — Birth Control

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Birth control is a moral issue. | 1.a. Discussion questions<br>a. What are some reasons why a teenager who is sexually active might not take a birth control method.<br>b. Are the reasons the same for boys as girls?<br>c. Why is birth control the woman's responsibility?<br>d. What are some ways a boy can participate in the process of birth control.<br>e. How does a teenager decide whether to take or use a birth control method?<br>f. What do you think is the best form of birth control?<br>g. What do you feel about birth control?<br>h. Why might a girl be afraid to go to a birth control clinic?<br>i. What would the ideal birth control be?<br>j. What qualities would it need to have?<br>k. If your teenager came to you for birth control information, what would you do?<br>l. What are some reasons parents are against schools providing birth control information?<br>m. Does birth control lead to more sexual activity among teenagers?<br>n. How come you never hear about birth control methods in movies?<br>o. Should birth control commercials be allowed on T.V.? | Speaker<br>Religious leaders from the community<br>School nurse as a resource person<br>County Department of Health |
| | 1.b. Incomplete Sentences<br>a. Birth control is....<br>b. Girls who use birth control are....<br>c. Teenagers who don't use birth control are....<br>d. The thought of using birth control makes me feel.... | Teen-Parent |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | e. The boys responsibility in birth control is....<br>f. Birth control leads to....<br>g. If my parents found out that I (girlfriend) was taking birth control pills, they would.... | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. There are varied needs and demands of parenthood. | 1.a. Discussion Questions<br>a. Why do people want to have children?<br>b. Do men have different reasons than women?<br>c. Should both parents take equal responsibility for raising a child?<br>d. Should men be able to raise a child alone?<br>e. What are the advantages and disadvantages of having children?<br>f. What would you do differently about raising your child than your parents did?<br>g. How do you think you would feel if you were pregnant?<br>h. How would you feel physically?<br>i. Is it better to give birth to a child in a hospital or at home?<br>j. What would the advantages and the disadvantages be?<br>k. Is it better to give natural childbirth or use medicine?<br>l. What should the father's role be in childbirth?<br>m. If you met someone your age, then later found out he/she was a parent, how would it affect the way you think about him/her?<br>n. How does a child affect a relationship?<br>o. Do you think it would be good if people could pick the sex of their child?<br>p. What might be good about it, and what would be bad?<br>q. Contrast the joys of being a parent and the responsibility.<br>r. Should some people not be able to have children? The mentally ill? Mentally retarded? Convicted criminals? People with genetic diseases? | Films<br>21544 Barnet the Child. 48 min.<br>21492 Childbirth for the Joy of It. 20 min.<br>22582 Not Me Alone: Preparation for Childbirth. 31 min.<br>Consult local Lamaze Childbirth method instructor through evening school adult education program. |


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| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| | 1.b. Incomplete Sentences<br><br>a. Being pregnant is....<br>b. If a boy gets a girl pregnant, he....<br>c. Having six children would be....<br>d. The best reason for having children is...<br>e. The worse thing about having children is.<br>f. If a 16 year old girl got pregnant, she should....<br>g. Being pregnant would be....<br>h. Childbirth would be....<br>i. A new born baby is....<br><br>1.c. Continuum/Value Voting<br><br>a. It is selfish not to want children.<br>b. It is irresponsible to have too many children.<br>c. Nobody should have more than two children.<br>d. The first child should be a boy/girl.<br>e. Boys lose out on not being able to have babies.<br>f. It is okay for a single mother to raise a child.<br>g. Men aren't capable to raise children alone.<br>h. It is better to breast feed than it is to bottle feed.<br>i. People should have to pass a test and be licensed to have and raise children.<br><br>DEBATE: It is irresponsible to have children. People should have as many children as they want. | Film<br><br>22467 Growing Up Together: Four Teen Mothers and Their Babies 55 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 1.d. Uncle Henry's Advice Column<br><br>After school yesterday my girlfriend told me that her period was two weeks late. At first I thought there was nothing to worry about -- I mean all the time we've been together, we haven't gone all the way, though we have come close. Now I'm beginning to have second thoughts. Could she really be pregnant? How can we be sure?<br><br>Scared | |

Grade Levels 9-12 Abortion

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. The question of abortion is a moral issue. | 1.a. Discussion questions<br><br>a. What factors should be involved in a decision about unplanned pregnancy?<br>b. Should the boy be involved in the decision?<br>c. What legal rights should he have?<br>d. Should parents have any say in their daughter's decision?<br>e. How do you feel about abortion?<br>f. Should abortion be legal?<br>g. Do you think people would be more careful if abortions were illegal?<br>h. Should abortions be paid by public funds?<br>i. Should minors be able to get an abortion? Without the parents' okay? Without the boyfriend's okay?<br>j. If a minor has a baby and has to go on welfare to support it, would it be better if the baby was put up for adoption?<br>k. What factors should be considered?<br>l. Should the mother have the say about her baby?<br>m. What are the advantages and disadvantages to a teenage parent?<br>n. How does someone know when she is pregnant?<br>o. Do you feel that knowing how to be a parent is instinctual or does someone have to learn?<br>p. Should classes be offered at school to prepare teenagers to be parents?<br><br>1.b. Incomplete Sentences<br><br>a. Abortion is....<br>b. Adoption is.... | <u>Speaker</u><br><br>Birth Right<br>618 Fourth Street<br>Santa Rosa 546-7777<br><br>Local Religious Persons<br><br>Speaker and film available on adoption from Children's Home Society, San Francisco |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | c. Being a teenage parent would be....<br>d. People who get abortions are....<br>e. If my parents found out that I (girlfriend) was pregnant, they would....<br>f. Women who give their babys up for adoption are....<br><br>1.c. Uncle Henry's Advise Column<br><br>I can't believe that I'm sitting here actually writing this letter. I never thought it would happen to me. I'm 15 and I'm pregnant. I went and got the test today and they told me that I was 6 weeks along. I don't know what to do -- they told me I had three choices: adoption, abortion, and keeping the baby. I've never had a harder decision to make. I'll probably have to quit school and I'm only a sophomore. My mother tells me that abortions are dangerous and cruel, but I know some girls who had them and they're okay. As far as adoption goes, how could I guarantee that my little baby would be with good people? I know I have to decide for myself, but is there anything you can tell me? I feel so alone -- I don't have anyone.<br><br>Sad and Undecided | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Rape is any form of genital contact with a person who has not initiated or explicitly agreed to such contact, and is thus imposed on the person by another person by deception, threat, social blackmail, or physical violence. | 1.a. The following are myths and facts of rape:<br>a. MYTH: A rapist is a sexually unfulfilled person who gets carried away by a sudden uncontrollable surge of desire.<br>FACT: 90% of group rapes are planned. 58% of rapes committed by one man were planned. Most rapists have sexual relationships available.<br>b. MYTH: All rapists are pathologically sick and perverted.<br>FACT: According to Dr. Menachem Amir, men convicted of rape were found to have normal sexual personalities differing only because of their greater tendency to show rage or violence.<br>c. MYTH: Most rapes occur in dark alleys or to women who hitch-hike.<br>FACT: Dr. Amir's reports show that over one-third of rapes are committed by a man who forces his way into the victim's home and over one-half occur in a residence.<br>d. MYTH: Most rapists are strangers to the victims.<br>FACT: Dr. Amir's study shows 48% of the rapists were known to their victims. | Film<br>22420 Rape: A Preventative Inquiry. 18 min.<br>22399 Rape Alert. 16 min.<br>Speaker<br>Rape Crises Hotline 545-7273 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | e. MYTH: Black men rape white women at any chance they can get.<br><br>FACT: Dr. Amir's reports show that in 93% of rape cases, both men and women are of the same race. In 3.6% of the cases, white men raped black women and in 3.3% black men raped white women.<br><br>f. MYTH: Women provoke rape by their gestures and/or clothing.<br><br>FACT: According to the Federal Commission on Crimes of Violence, only 48% of reported rapes involve little or no precipitative behavior on the part of the women.<br><br>g. MYTH: Rape is impossible without the consent of the victim.<br><br>FACT: The victims may be knocked unconscious or may fear for his/her life. Rapists can be more physically strong than their victims, also the rapist has the advantage of surprise.<br><br>h. MYTH: Women enjoy rape.<br><br>FACT: Women do not enjoy being attacked and abused by men. Nor could they savor being exposed to injury or even death. Nor do they like being treated in a humiliating and brutal manner. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | i. MYTH: Women cannot be raped by their husbands.<br>FACT: Any act of sexual intercourse to which a woman does not consent is an act of rape.<br>j. MYTH: Only women can be raped.<br>FACT: Rape is not confined to one sex. | |

# NUTRITION

## GRADE LEVELS K-6

Grade Levels K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Food Choices<br>Daily food intake is related to the attainment of optimal health. | 1.a. K-3<br>a. Divide class into groups. Each group is to collect pictures of food from the four food groups (Milk, Bread-cereal, Fruit-vegetable, and Meat) to display and to discuss with the teacher.<br><br>b. Take class to a local store and have them look for a variety of foods in the four basic food groups.<br><br>c. Plan a food tasting party.<br><br>d. Read a story or have a visitor talk to the class on a particular culture. Then prepare and taste a food item from that culture.<br><br>e. Plan a breakfast or luncheon. Be sure the children plan a well balanced meal.<br><br>f. Allow the children to make flash cards with pictures from each of the food groups and see if they can place each card in the right group.<br><br>g. Make mobiles consisting of pictures from the four food groups.<br><br>1.b. 4-6<br>a. Make a recipe book of foods made and prepared in the classroom.<br><br>b. Bring to class unfamiliar foods prepared by the teacher or parents. Try foreign or ethnic foods.<br><br>c. Use the Dairy Council "Nutrition with Nelson" activities. | Booklet<br><br>Creative Food Experiences for Children by Goodman, Mary. Center for Science in the Public Interest (Ask Carla Estabrook, School Nurse.)<br><br>Film<br><br>22069 Real Talking, Singing Action Movie About Nutrition<br><br>Dairy Council of California<br>2775 Cottage Way, Suite #19<br>Sacramento, CA 95825 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | d. Have the students make a mobile depicting a balanced diet.<br><br>e. Have the students plan and prepare a luncheon for themselves or for their parents.<br><br>f. Have the children look into advertisements on food products. What is added to many foods? Is it all nutritious? | Activity Guide: Food Makes Me (State Department of Education)<br><br>Films<br><br>22021 Soopergoop<br><br>22706 Snacking: Garbage in Your Gut |

NUTRITION

GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Basic four food groups individual's health is affected by his/her choice of foods. | 1.a. Discuss the importance of proper food preparation to preserve the nutrients in the food.<br>Have the class do a survey among their friends to see how family food preference influence food choices.<br>Have the students write a day's diet, being sure to meet the four basic food group requirements (must include three meals, may use snacks). Then provide the class with calorie charts and have them indicate the calories for each of the foods they have written. The students should then total the number of calories written for the whole day and determine if they have met the calorie requirement by using the following: | Books<br><br>The Family Guide to Better Food and Better Health Deutsch, Ronald; Bantam Books interestingly written, and thorough. (Cost:$1.95)<br><br>Nutrition for Today, Alfin-Slater, Rosalyn and Lilla Aftergood; Wm.C. Brown Co. Dubuque, Iowa. (Cost:$1.25)<br><br>The Food Book, Trager, James Grossman, New York.<br><br>Dairy Council of California unit entitled "Big Ideas in Nutrition Education."<br><br>Films<br><br>21379: Food, Energy, and You. 20 min.<br>21378: Food for Life. 22 min.<br>22548: Nutrition: The Consumer and the Supermarket. 15 min.<br>11043: Vegetables for All Seasons. 10 min. |

| Girls | Calories Needed |
|---|---|
| 9-11 | 2,200 |
| 12-15 | 2,300-2,400 |
| 16-19 | 2,500-2,600 |
| **Women** | |
| Moderately Active | 1,900-2,100 |
| **Boys** | |
| 9-11 | 2,400 |
| 12-15 | 3,000-3,100 |
| 16-19 | 3,400-3,600 |
| **Men** | |
| Moderately Active | 2,600-2,900 |

Grade Levels 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 1.b. Discuss the fact that all persons throughout life have need for the same nutrients, but in varying amounts. The amounts of nutrients needed are influenced by age, sex, activity, size and state of health.<br><br>Have the students analyze the cafeteria lunches for one week. | Food and Fitness, Blueprint for Health: Poultry and Egg National Board, 18 South Michigan Ave. Chicago, Ill. 60603<br><br>FOOD: Where Nutrition and Politics and Culture Meet: An Activities Guide for Teacher; Katz, Deborah, Goodwin, Mary T. Distributed by Center for Science in the Public Interest, 1755 S. St. N.W. Washington, D.C. 20009 |
| 2. Main Nutrients | 2.a. Divide a large bulletin board into fifths. Head each column with one of the following:<br><br>a. Carbohydrates<br>b. Proteins<br>c. Minerals<br>d. Vitamins<br>e. Fats<br><br>Cut out pictures of foods and put them under the appropriate headings.<br>Make crossword puzzles and hidden word puzzles incorporating all of the major nutrients and their sources.<br>Contrast the cost of the different foods that provide the same nutrients (e.g., meat vs. dry beans, whole milk vs. powdered milk, etc.). Use the Dairy Council's Comparision Charts to visually aid students in determining which nutrients are provided by certain foods.<br><br>Discuss such things as have three meals a day, eating only one type of food, omitting one or more of the nutrients, etc.<br><br>Discuss the contribution breakfast makes to the total intake of nutrients. Include the various nutritional, but unconventional breakfasts which can be eaten such as left- | Start Thinking Nutrition: Nabisco Company<br><br>Nutrition, Behavior and Change, Gifft, Washbon, and Harrison, Prentice Hall, Englewood Cliffs, New Jersey<br><br>Nutrition for the Growing Years; McWilliams, Margaret; John Wiley and Sons, Inc.197<br><br>Food and Man: Lowenberg, Miriam, E., et al.; John Wile and Sons, Inc., 1968 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | overs, hamburgers, etc.<br><br>List the main nutrients (proteins, carbohydrates, vitamins, minerals, and fats) in each food group.<br><br>a. Bread and cereal<br>b. Fruit and vegetables<br>c. Dairy Products<br>d. Meats<br><br>Make a notebook of the major nutrients and their sources.<br><br>2.b. Have the class use two rats in a nutrition experiement. Rat No. 1 would be control-fed a balanced diet. Rat No. 2 would be fed only one of the selected nutrients. Conclusions may be drawn as to results (or refer to Science and Health textbooks for pictures depicting rats who have been fed a balanced diet and those who have not).<br><br>2.c. Have students plant small gardens, recognize types of seeds, types of soil, and how to recycle waste. | The Billy Book: Trager, James, Grossman, 1972<br><br>Understanding Food Patterns In the U.S.A., Washington State Dept. of Health, Health Services Division, Dental Health Unit, Olympia Airport, Olympia Wa. 98501<br><br>Fun Foods for Snacktime Agricultural Research Serv. U.S. Dept. of Agriculture, Washington, D.C. 20250<br><br>Food is More Than Just Something to Eat: U.S. Dept. of Health, Education and Welfare<br><br>A Child's Garden: Doty Walter Chevron Chemical Co., Public Relations Dept. 200 Bush Street, San Francisco, California 94120 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 3. Weight control -- competent supervision of dieting is needed to protect one's health. | 3.a. Discuss causes of obesity (overeating, poor eating habits, glandular disturbances, emotional disturbances).<br><br>3.b Discuss effect of family eating habits on obesity.<br><br>3.c. Evaluate through discussion the disadvantages and dangers of obesity (fatigue, discomfort, play and exercise require greater effort, limited group activity, personality difficulties, job handicaps, effect on internal organs, heart, arteries, kidneys).<br><br>3.d. Discuss causes of underweight, (worry, disease, fatigue, heredity, poor eating habits).<br><br>3.e. Evaluate through discussion the dangers of underweight (reduced health, reduced vitality, malnutrition, lowered resistance to disease, effects on internal organs).<br><br>3.f. Interview physician involved with weight reduction clinic.<br><br>3.g. Invite personnel involved in nutrition research to discuss weight reduction with class.<br><br>3.h. Prepare articles on weight reduction, etc. for school newspaper.<br><br>3.i. Study changes in nutritional habits from grandparents' days. What caused these changes? Are they sound? | Books<br><br>Slim Chance in a Fat World: Davis; Barbara and Richard Stuart; Research Press Co. 1972, Champaign, Ill.<br><br>Nutrition and Diet Therapy, Williams, Sue R.; Mosby & Co St. Loius, Missouri, 1974<br><br>Choose Your Calories Wisely Kellogg Co. Department of Home Economics, Battle Creek Michigan.<br><br>Food and Drug Administration Consumer Information, Public Documents Distribution Center Pueblo, Co. 81009<br>Calorie and Weight 1970<br>Eat a Good Breakfast to Start a Good Day, 1972<br>Food Additives, 1973<br>Food is More Than Just Something to Eat, 1973<br>Nutrition Nonsense and Sense 1971<br><br>Film<br><br>20020 For Tomorrow We Shall Diet. 24 Min.<br><br>22706 Snacking: Garbage in Your Gut? 15 Min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.j. List factors which will influence your weight throughout life. Select several for individual reports (i.e. fashions, weight-height charts, physical activity, genetic factors, peer eating fads, eating habits, psychological factors, etc.) | Films<br><br>11410 Brand Names and Labeling Games. 9 Min.<br><br>21572 Consumer Power: Advertising. 22 Min.<br><br>22718 Consumer Skolls: Buying for Immediate Use. 14 Min.<br><br>22286 Eat, Drink,and Be Wary 21 Min.<br><br>11439 Sugar Cereal Imitation Orange Breakfast. 8 Min<br><br>Diet Pills, 1973 140B<br>Food and Drug Administration<br>Pueblo, Colorado 81009 |
| | 3.k. List factors which can influence likes and dislikes of food; determine which of these factors apply to your own food likes and dislikes. | |
| | 3.l. Survey the number of students in class who are eating breakfast, as well as the nature of the foods consumed. | |
| | 3.m. Locate pictures and information in magazines newspapers and pamphlets for making different kinds of sandwiches and preparing lunch boxes more attractively and put them into a booklet to be taken home. | |
| | 3.n. Debate: "You are what you eat." Does it only concern physical health? | |
| | 3.o. Collect newspaper clippings and advertisements about crash diets, reducing fads, reducing pills, and quackery. Discuss and analyze weight reducing procedures. | |
| | 3.p. Report on what your body does with extra nutrient it does not need. How should this influence the distribution of food during the day? | |
| | 3.q. Have the students discuss reasons for consulting their family physician if they have a serious weight problem. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 3.r. Have the students list safe ways of dieting.<br><br>3.s. Have committees identify types of crash diets that have been tried and explain why these diets might be harmful. | |
| 4. Consumer health -- discretion in selection and utilization of food and health products is important. | 4.a. Have the students discuss the following topics:<br><br>a. "Patent" medicines and their effect on health.<br>b. Reducing pills<br>c. Hazards and cost of self-treatment (vitamins, food supplements).<br><br>4.b. Have the students conduct research on reducing aids available for public use.<br><br>4.c. Have the students conduct research on diet plans.<br><br>4.d. Have the students conduct research on media (T.V., radio, magazine, newspaper) dieting. | Books<br><br>Diet Pills, 1973 140B<br>Food and Drug Administrat<br>Pueblo, Colorado 81009 |
| 5. Digestion -- What happens to the food we eat. | 5.a. Review progress of digestion. "How does food become you?"<br><br>5.b. Demonstrate process of digestion in beginning: mouth with action of ptyalin as starch by following this experiment:<br>a. Soften or crush cracker in water. Add drop of 1% solution of iodine. Blue color will result.<br>b. Have someone chew cracker well. Place chewed up bits on glass slide and add 1% solution of iodine (no obvious color change).<br>c. To finish experiment, use drop of Fehling's solution on sugar cube and note result. Then add drop of Fehling's solution to portion of chewed-up bit. | Film<br><br>21695 Human Body: Chemist<br>of Digestion. 16 Mi |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | Red color should result.<br>d. Obtain a piece of tripe from butcher to show how it is similar to lining of our stomach.<br>e. Obtain a animal kidney from butcher. Peel back membrane and slice through it to observe both portions.<br>f. Look for up-to-date information in current periodicals and newspapers on kidney transplants.<br>g. Make up a chart for display on the bulletin board listing enzymes involved in digestion and their purposes.<br>h. Report on Dr. William Beaumont and his findings on digestive processes which he made through a "window" in a wounded man's stomach. | Materials and speaker available from Sonoma County Farm and Home Advisor 527-2621 |

# MENTAL-EMOTIONAL HEALTH

## GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Stability<br>Emotional stability is influenced by the interaction of many factors including awareness, feelings, and reactions. | 1.a. K-3<br>a. Have children talk about things they do well, things hard for them to do. Why do you consider them hard or easy? | Film<br>11363 Why Not Try |
| | b. Collect pictures of children illustrating different emotions. Show the pictures to the class and discuss the emotions that are depicted. | 11400 Man is His Own Worst Enemy |
| | c. Have the students role play various situations which are apt to occur at home or school and then dramatize different emotional reactions. Have other members of the class decide which is the best solution. | |
| | d. Prepare a bulletin board display of pictures showing children and adults cooperating in various ways -- at home, at work, at play, etc. Display other pictures of events that depict competition. Discuss the pictures with the children. Attempt to create an understanding that cooperation means working together and that competition implies trying hard to do better than someone else. | Films<br>21648 Friends<br>22101 People Need People |
| | 1.b. 4-6<br>a. Have the students discuss feelings of belonging, sharing, and participating in all aspects of their home and school life. | Film<br>22112 Me, Myself, and Maybe |
| | b. Have the students discuss ways parents can show their love to their children, their family, and vice versa. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | c. Discuss: How do you set goals for yourself? How do you think your parents set goals for you? Your teacher? A child can set a goal each day and evaluate with the teacher at the end of the day. | Film<br>22105 Planning Ahead: The Racer |
| | d. Dramatize situations which show different feelings and act out different ways of responding. Act out open-ended stories. In what ways do people express their feelings? | |
| | e. Have the students discuss what it means to be a leader and a follower. Give children activities where they can be leaders. | Film<br>22108 Power Play |
| | f. Have the students discuss some of the stresses caused by school and how to correct them; e.g. poor speller; become uptight over math, etc. | 11195 Understanding Stresse and Strain |
| | g. Divide the class into groups and have them discuss ways of respecting the rights of others at home, at school, and in the community. Have the groups then get together and make up a chart showing ways of respecting the rights of others in the places described. | Filmstrip<br>All Kinds of Feelings |
| 2. Resolving Problems Through Decision Making The decision making process helps to reduce stress and anxiety gain respect of self and others and obtain personal satisfaction. | 2.a. 4-6<br>a. What is a decision? What factors influence our decisions? (concerns, personality, advice from others, weighing all the factors).<br>Use open-ended stories about possible decisions.<br>Role playing. | Film<br>22102 Decisions, Decisions<br>Booklet<br>Deciding for Myself - A Values-Clarification Series by Wayne Paulson. (Availabl from district nurses) |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued)<br><br>(Ability to resolve conflict using the problem solving technique to arrive at a solution which is mutually satisfactory.) | b. Think about conflict, quarreling, fighting. Use situations that have arisen at school or home. How was it solved?<br>aa. between child and adult<br>bb. between children<br>Discuss ways in which conflicts are resolved:<br>aa. Rules<br>bb. Decisions as a result of a conference<br>cc. Decisions by authority<br>dd. Discipline<br><br>c. Think about how and why people are given authority. Define authority as being bused on greater judgement, knowledge. What happens when there is no authority in<br>aa. games<br>bb. meetings<br>cc. Classroom. | Film<br>22107 I Agree, You're Wrong<br>10900 Social Side of Health<br>21933 Love, Susan<br><br>Film<br>22108 Power Play |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | culture or part of the world in which you live, etc.<br><br>4.j. Discuss physical and intellectual attributes as they influence individuality.<br><br>4.k. Discuss the value of individuality and the difficulty of maintaining it (pressure of peer groups, advertising, parents, etc.).<br><br>4.l. Have panel discussions on:<br><br>a. How to evaluate and participate in fads.<br>b. The feelings of an individual who has no "group."<br>c. What happens when there is a conflict between what you want to do and what the group wants to do.<br>d. The values of group identification.<br>e. Other thoughts that students may have for discussion.<br><br>4.m. List types of maladjustive behavior and discuss possible causes.<br><br>a. Making alibis or sulking<br>b. Daydreaming<br>c. Scapegoating<br>d. Rebelling<br>e. Stealing, lying, cheating, bragging, bullying, being insolent<br>f. Overeating<br>g. Withdrawing<br>h. Misusing drugs<br>i. Being truant<br>j. Being a hypochondriac<br>k. Having a phobia.<br><br>4.n. Determine alternative socially accepted behavior. | |

MENTAL-EMOTIONAL HEALTH

GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Mental health is influenced by the interrelationship of biological and environmental factors, including cultural factors. | 1.a. Discuss the ways in which an individual's environment influences mental health.<br><br>1.b. Have students role-play the following situations showing how they influence mental health.<br><br>a. A stress situation<br>b. A pleasant environment<br>c. A situation where family disruptions occur.<br><br>1.c. List biological, environmental, and cultural factors that influence mental health.<br><br>1.d. Have students identify personality in terms of its components.<br><br>a. Intelligence<br>b. Emotions<br>c. Appearance<br>d. Habits<br>e. Attitudes<br>f. Limitations<br>g. Behavior<br>h. Experience<br><br>1.e. Prepare visual materials to show how the misuse of drugs affects mental health. Include the following:<br><br>a. Drugs as an escape.<br>b. Drugs as a source of false courage<br>c. Drugs and brain damage<br>d. Drugs and mental disease<br><br>1.f. Organize a round-table discussion on how drugs affect mental health. | Books<br><br>Ways to Improve Your Personality: Bailars, Virginia & Ruth Strang. McGraw Hill<br><br>Blueprint for Teen-age Living Menninger, William C. et al.<br><br>Pamphlets<br><br>National Assoc. for Mental Health, Inc. 10 Columbus Circle, New York, N.Y. 10019<br>"Mental Health Is"..1,2,3.<br>"Some Things You Should Know About Mental and Emotional Illness"<br>"When Mental Illness Strikes in Your Family"<br><br>Public Affairs Committee,Inc. 22 E. 38th Street, New York, N.Y. 10016<br>"Mental Health is a Family Affair"<br>"Your Community and Mental Health"<br><br>Science Research Associates 259 E. Erie Street Chicago 11, Illinois 60611<br>"Growing Up Emotionally"<br>"Understanding Yourself"<br>"What Are Your Problems"<br>"What Are You Afraid Of? |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 1.g. Have the class consider the use and misuse of drugs. How can other media, such as art, music, etc., alter the mood or emotions?<br><br>1.h. Have students learn that it is better to control their behavior by self-discipline rather than by mood modifiers. | Sonoma County Drug Abuse Council 544-3295 |
| 2. Developing and maintaining optimal mental health includes understanding oneself and others. | 2.a. Have students explain why it is necessary for a healthy person to understand and like himself. Discuss what is meant by liking oneself as opposed to having false pride or being arrogant.<br><br>2.b. Discuss aids to good mental health:<br><br>a. Establishing good relationships with family, friends, and others.<br>b. Talking things over with friends and others you trust.<br>c. Finding a job or some organized activity for a feeling of usefulness.<br>d. Finding enjoyment in sports or hobbies.<br>e. Establishing personal values by which to live.<br><br>2.c. Have the students identify ways of making friends:<br><br>a. Respect the rights of others -- be fair.<br>b. Realize that good friendships have ups and downs.<br>c. Accept others as they are.<br>d. Be willing to do things your friends like to do -- work and play together.<br>e. Be concerned for others safety and feelings.<br>f. Be generous with time and possessions.<br>g. Have a sense of humor. | Films<br><br>22388 Anger and How to Cope 15 min.<br>21748 Bill Cosby on Prejudi 25 min.<br>22538 Communications or Confrontations? 18 min.<br>22304 Individualism vs. Conformity. 15 min.<br>22180 It has Nothing To Do With You. 14 min.<br>22301 Putting Yourself Together. 16 min.<br>11195 Understanding Stresse and Strains. 10 min.<br>21887 Family. 14 min.<br>21442 Kids, Parents and Pressures. 17 min.<br>21504 Mom, Why Won't you Listen? 13 min.<br>22303 Parents. 13 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | h. Maintain good personal appearance.<br>i. Welcome newcomers.<br><br>2.d. Demonstrate or play-act ways of getting and keeping friends. Role-play the following situations:<br><br>a. How to help a new class member.<br>b. What to do when someone insists on being selfish.<br>c. How to help someone understand the homework assignment.<br>d. How to help an unhappy student feel better.<br>e. Good manners.<br>f. Good personal appearance.<br><br>2.e. Discuss Charlie Brown's book, Friendship is ..... and the give and take in a relationship.<br><br>2.f. Have the students write a paragraph entitled "What I Expect of a Friend" or "How I Am a Friend."<br><br>2.g. Have the students list the qualities they like in other people. Have them indicate which of these they feel are most important.<br><br>2.h. Discuss cliques<br><br>2.i. Discuss attitudes that are important in friendships -- forgiving, keeping confidences observing privacy, avoiding possessiveness.<br><br>2.j. Discuss different types of friendships (older people, younger people, sharing of an interest, community, school). | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 2.k. Divide the class into groups and have them brainstorm the following topic: "Every behavior has its cause(s) and every behavior is the result of deprivations or enhancements in one or more of the eight basic needs.<br><br>a. Affection<br>b. Respect<br>c. Well-being<br>d. Power<br>e. Enlightenment<br>f. Skill<br>g. Wealth<br>h. Rectitude<br>Include such guidelines as:<br>1. All needs must be met to a greater or lesser degree by all individuals.<br>2. If they are not met, each individual must find an alternative way (behavior) that will supply the need.<br>3. The alternative will be either socially acceptable or socially unacceptable. | Alcohol Abuse: Educational program available from Orinda Center 528-4141 |
| | 2.l. Discuss how drug abuse may be a behavior resulting from one or more of the unmet needs. Present the following to the class:<br><br>a. Needs are essential -- wants are important. We do best if we can distinguish the more important want from the less important want. | |
| 3. Stress, an unavoidable product of our culture, can be beneficial or detrimental to man. | 3.a. Specify ways in which an individual may be able to reduce or eliminate stress situations<br><br>3.b. List adverse conditions that can be brought on by stress. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.c. Discuss how less stress may be beneficial to the individual and society; example:<br>a. Allows one to reach a fuller development of his talents (productivity, performance, etc.).<br>b. Makes one strive harder.<br>c. Makes society more productive.<br>3.d. Have students write essays from the following topics:<br>a. How I learn to live with stress.<br>b. How a certain amount of stress can be beneficial.<br>c. How too much stress can be dangerous.<br>d. How famous people have lived under stress<br>3.e. Discuss some of the stresses caused by school curriculum and how to correct them.<br>3.f. Discuss the following statement: Some people can cope with more stress than others; it depends on their mental stability.<br>3.g. Have the students write about how a parent's pressures at work could affect the home, and how they could help this situation.<br>3.h. Discuss such problems as wanting a model or a game and not having enough allowance.<br>3.i. Have the students write papers on why people hearing the same instructions or conversations, react differently.<br>3.j. Describe specific incidents where a modification technique is used. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.k. Have the students discuss areas of ability one can have that can make him/her feel worthy; examples:<br><br>a. One can stand in front of the class and share something with ease.<br>b. One can play an instrument.<br>c. One can excel in sports.<br>d. One can excel in math, spelling, or reading.<br><br>3.l. Discuss ways some students rationalize, such as making up excuses.<br><br>3.m. Discuss how being a perfectionist hinders self-improvement.<br><br>3.n. Discuss the outcome of putting the blame on others.<br><br>3.o. Have the students write stories about a boy/girl who becomes very angry when he/she is frustrated. Reveal how the boy/girl learned to handle his/her anger in a constructive way.<br><br>3.p. Discuss the following statements:<br><br>a. Bad day at baseball -- "pitcher's fault."<br>b. Poor grades -- "poor teacher."<br>c. Man with a difficult boss is irritable with his wife.<br>d. Child who is spanked, spanks his dog.<br><br>3.q. Have students read stories about outstanding personalities in many fields. Discuss the following:<br><br>a. How did their strengths and weaknesses | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | affect their success?<br>b. Did they also have faults?<br>c. What were some of their failures?<br>d. How did they learn from their failures?<br>e. What can we do when we fail?<br><br>3.r. Help students understand each other's strengths and weaknesses as situations arise Discuss the following:<br><br>a. How do we react when a good athlete hits a homerun?<br>When a poor athlete does the same thing?<br>Is there a difference?<br>How will each person be affected by the reaction.<br>b. John constantly disrupts the class. After repeated offenses, he is required to stay after school. Bob, who rarely talks out or disrupts the class, does so at the same time John is penalized. He is only warned. Why the difference?<br><br>3.s. Have the students write a paper discussing how the healthy person capitalizes on what he does well to compensate for what he does not do well.<br><br>3.t. Have the students write a story telling how one of the people who helps with problems help them.<br><br>3.u. Have the students role-play examples of:<br><br>a. I'm O.K., you're O.K.<br>b. I'm not O.K., you're not O.K.<br>c. I'm O.K., you're not O.K.<br>d. I'm not O.K., You're O.K.<br><br>3.v. Identify methods individuals use to adjust | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | to the demands of daily living. | |
| | 3.w. Illustrate that it is not the number of problems but how we handle them that show whether or not we are growing in good mental health. | |
| 4. A person's behavior varies in its impact on the individual and society. | 4.a. Discuss what is meant by having a positive attitude. | |
| | 4.b. Discuss how one can have a more positive attitude in getting along with siblings. | |
| | 4.c. Discuss how a student feels when he talks things over with an appropriate person, and how he feels when he "bottles things up." | |
| | 4.d. Discuss what it means to be responsible. | |
| | 4.e. Have the students make a list of the things they had to be reminded to do by their mother, father, or teacher. | |
| | 4.f. Make a list of responsibilities one can assume at home. in the classroom, or elsewhere. | |
| | 4.g. Make a list of things students do that show that they are more able to accept responsibility now than when they were in elementary school. | |
| | 4.h. Discuss what it means to be emotionally mature. | |
| | 4.i. Have discussion groups give reports on the many environmental factors influencing personality development; your family, education, religion, faith, neighborhood, | |

# MENTAL AND EMOTIONAL HEALTH

## GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Discovering and accepting ourselves promotes mental health. | 1.a. THOUGHT SHEETS<br><br>Teacher explanation: Thought sheets involve a great deal of time for the teacher as time is needed to write comments. Do not do this lesson unless you are willing to put in the time!<br><br>Thought sheets deal with values, and when we enter into value clarification, we need always be on the lookout for ways to elicit values in a consistent way and to do it so the class is not giving the teacher what he wants to hear. One of the most effective is having the class write freely about anything that has occupied their attention during the past week. This gets directly at the concern of the students and is not a topic given by the teacher.<br><br>Each week the student turns in a paper which he/she has written some thought that is important to HIM/HER. This is a thought sheet. For the teacher to explain to the class about a thought sheet, he/she may tell them the following:<br><br>a. A thought sheet may be of any form, size style. Poems, prose, skit, drawing, or in written form are all acceptable. When writing comments, the teacher should not put the thought down in any form or manner instead should put encouraging comments, such as the following:<br><br>"This would be a good topic for a class discussion." "Is this an important value for you?" Any positive thing you may have to say.<br><br>b. For a summary series of questions: | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | aa. Which of your sheets reflect your most cherished beliefs?<br>bb. Can you put a pattern to the things you stand for as they are revealed in your thought sheets.<br>cc. Which of your thought sheets would make worthy editorials for the school newspaper?<br>dd. Which sheet, at this point, do you regret writing?<br>ee. Pick the sheet that you would most like to share with the class.<br>ff. Pick a sheet where you expressed a very strong positive opinion and have you done anything about it?<br>gg. Why do you or do you not like to write thought sheets.<br><br>1.b. I AM<br><br>Ask each student to answer the question: "Who am I?" in order of importance on the following:<br><br>a. I am ....<br>b. I am ....<br>c. I am ....<br>d. I am ....<br>e. I am ....<br>f. Yesterday I was ....<br>g. Tomorrow I hope to be ....<br><br>Ask for volunteers to read their answers and share their reasons for their responses.<br><br>1.c. ABOUT ME<br><br>Ask each student to complete the following questions: | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | a. When I know the answer to the teacher's question I usually .....<br>b. Most of my classmates think that I am ...<br>c. When someone asks me to be the leader in some group work I ....<br>d. People who come into class for the first time probably think I .....<br>e. When I see other people doing better than I ....<br>f. From my past experiences with teachers I believe the teachers think ....<br>g. No matter what some people think of me I know I am ....<br>h. When I try and do a lesson and cannot I ....<br>i. When I'm not sure what the assignment is or how to do it I ....<br>j. I believe that the people I live with think I am ....<br>k. The thing that worries me the most is ...<br>l. I wish that I could change ....<br>m. I am most interested in ....<br>n. I am most interested when ....<br>o. If I could do whatever I wanted I would..<br>p. Usually when a teacher calls on me to answer a question I feel ....<br>q. When I have extra time I ....<br>r. Most of all I'd like to change ....<br>s. I am happiest when I am ....<br>t. I am pretty good at ....<br>u. What I like most in school is ....<br>v. What I like least in school is .... | Teacher reference Self-awareness Through Group Dynamics: Richard Reichirt Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 45402 |
| | 1.d. TASTE ME<br><br>Ask each student to draw a picture of himself as a food. While drawing the symbolic food, the student should consider the following: | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | a. the color<br>b. the source<br>c. how you prepared for the consumption<br>d. the taste<br>e. how expensive it is<br>f. how people feel about eating you<br>g. how rare or common you are<br>h. the texture and size.<br><br>Students then should be divided into small groups to share their pictures and discuss the reasons they picked the type of food.<br><br>1.e. WHICH ARE YOU<br><br>Ask the students to complete the following: Are you<br><br>a. more of a spender or a saver?<br>b. more of a loner or a grouper?<br>c. more like summer or winter?<br>d. more yes or no?<br>e. more like a teacher or a student?<br>f. more religous or unreligous?<br>g. more physical or mental?<br>h. more a leader or a follower?<br>i. more like a tortoise or a hare?<br>j. more like patent leather or suede?<br>k. more an arguer or an arguee?<br>l. more likely to tiptoe through the tulips or skate on thin ice?<br>m. more like a fly swatter or fly paper?<br>n. more country or city?<br><br>1.f. ASSETS AND LIABILITIES<br><br>Ask the students to give four answers to each of the following incomplete sentences.<br><br>a. My basic positive qualities are .... | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | b. My basic limitations are ....<br>c. I could take better advantage of my good qualifications by ....<br>d. I could overcome my limitations by ....<br><br>The teacher could ask for some volunteers to share their answers. The teacher should participate in these activities and also should not be judgmental. | Speakers<br><br>Sonoma County Mental Health Services<br>3333 Chanate Road<br>Santa Rosa, Ca. 527-2111<br><br>Social Advocates for Youth<br>218 E. Street<br>Santa Rosa, California<br>544-3299<br><br>Petaluma Peoples Service Center<br>800 Petaluma Boulevard<br>Petaluma, California<br>763-9881 |
| 2. You have emotional needs. | 2.a. HERE AND NOW WHEEL<br><br>Each student draws a large circle on a piece of paper and divides the circle into quadrants. In each quadrant the student writes a one word feeling that he is experiencing in the "here and now." He then selects one of those feelings and writes two sentences about it. The teacher then asks students about it. The teacher then asks students to volunteer to share their work with the class. The teacher should perform this activity along with the students. Repeat this exercise once or twice in the near future.<br><br>2.b. I FEEL<br><br>Repeat the previous activity but play a popular song as a stimulant for creating an emotional feeling. | |
| 3. Emotions affect behavior | 3.a. EXPRESSING EMOTIONS<br><br>As a class, list 20 emotions. Ask each student to copy the list and do the exercise below.<br><br>a. State some other feelings which are very real to you but which are not on the | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | class list.<br>b. Put an "O" in front of those feelings you are willing to express openly in front of others.<br>c. Put an "N" in front of those you would never express openly in front of others.<br>d. Put an "PC" in front of those you would be willing to share with others, under certain circumstances.<br><br>Discuss these questions as a class.<br><br>a. Why is it difficult to express some feelings and emotions?<br>b. What kind of emotions are especially difficult to express?<br>c. Is there any danger to "bottling up" strong emotions?<br>d. How do "bottled up" emotions express themselves in: driving a car; in physical activity; in relations with other people?<br><br>3.b. SPECULATIONS<br><br>Ask each student to study a daily newspaper and make brief notes on five articles describing unpleasant, tragic, or unfavorable situations. Beside each article have the student write his own brief introduction. The introduction should be a speculative description of the emotional motive of one of those people mentioned in the article. Discuss in the class. | |
| 4. Each individual had sources of emotional stress. | 4.a. VOICES<br><br>The teacher explains that when we are confronted with a dilemma, several voices within our head begin operating. One voice | |

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| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | says "do this" and the other says "do that." Each student should choose a conflict in which the internal voices have been operating, whether or not to save allowance. Students then write a dialogue between the two voices. Read to the class and discuss.<br><br>4.b. OPEN-ENDED SENTENCES<br><br>a. Some things that make me angry are....<br>b. A person can make me angry when he....<br>c. When I am angry sometimes it helps to...<br>d. The first thing I do when I am angry is.<br>e. Something that frustrates me often is...<br>f. I am sick and tired of....<br>g. The thing about school that bothers me the most is....<br>h. I don't think it is fair that I am expected to....<br>i. If I could change anything I wanted to, I would....<br>j. I wish people would stop telling me....<br>k. As soon as I get old enough, I'm going to....<br>l. I don't know why I'm not allowed to....<br>m. I am tired of spending so much time....<br>n. The thing that bores me the most is....<br>o. I think I might really lose my temper the next time....<br>p. I really get nervous when....<br>q. I get depressed when....<br>r. An important thing about me that nobody seems to realize is....<br>s. Everybody but me seems to be able to....<br>t. I wish I had more control over my own life in the area of....<br>u. I feel jealous when....<br>v. I hope it doesn't happen, but I'm afraid that.... | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 5. The ways in which one decides to deal with emotional stress affects oneself and others. | 5.a. EMOTIONAL CRISIS<br><br>Ask the students to collect newspaper articles that describe how an individual reacts to an emotional crisis. Discuss the emotional need which you think the persons are trying to satisfy. In what other ways might the emotional need have been met.<br><br>5.b. HANDLES ON EMOTIONS<br><br>Ask each student how he handles frustration and anger. List the various ways on the chalkboard. Discuss the possible reactions to these behaviors. Discuss alternative ways of reacting.<br><br>5.c. RESPONSE TO FEELINGS<br><br>Ask each student to write a paper about emotional feelings he has experienced in the past few days. Instructions: Relate the situations that caused these feelings. How did he/she respond physically and mentally to the situation? Why did he/she respond that way. (Do this without mentioning names.)<br><br>5.d. LOG OF EMOTIONAL REACTIONS<br><br>Ask each student to keep a two-day log of the emotional reactions displayed by themselves and by the people around them. Discuss or write a report on the effect these reactions had on him/her and other people who were present. | Film<br><br>21748 Bill Cosby on Prejudic<br>25 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 5.e. ANALYZING FEELINGS<br><br>Ask each student to divide a paper into three columns.<br><br>FEELING WHAT CAUSED IT WHAT DID I DO ABOUT IT<br><br>Each student keeps a record for three days on his own feelings and their reactions. He should include the above columns. At the end of the three days, share the records in small groups of students. | |
| 6. Problems can be dealt with non-constructively. | 6.a. SUICIDE<br><br>Ask the students to bring articles to class that describe a suicide. Discuss the articles. Ask questions about suicide.<br><br>6.b. WHAT IS THE PROBLEM?<br><br>Discuss the reasons for drug abuse and alcoholism. If alcohomism is the solution, what is the problem? Following a discussion ask the following questions:<br><br>a. Can these be destructive methods of dealing with problems?<br>b. Why do people choose these methods?<br>c. Can these be harmful to family or society in addition to being harmful to oneself?<br><br>6.c. APATHY AND VIOLENCE<br><br>Discuss this statement: "It has been said that unresolved frustration always leads to either violence or apathy and withdrawal." Do you agree? Can you think of any | Film<br><br>21927 Prejudice. 29 min.<br><br>Speakers<br><br>Family Service Agency of Sonoma County<br>1600 West Third Street<br>Santa Rosa, California<br>545-4551<br><br>Orinda Center 528-4141 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | example to back your statement? Does apathy and violence resolve problems?<br><br>6.d. HOW NOT TO DEAL WITH PROBLEMS<br><br>Ask the students to list non-constructive ways of dealing with problems. Divide the class into small groups. Each group selects a non-constructive method and role-plays a specific example.<br><br>6.e. NEWSPOEM<br><br>Read a newspoem. Discuss the newspoem. Discuss the following questions:<br><br>a. How can you judge when a solution to a problem is constructive or non-constructive?<br>b. What role does a person's own values play in the judgement?<br><br>6.f. DEAR ABBY LETTERS<br><br>Ask each student to write a Dear Abby letter expressing one of his emotional concerns or one of his friend's. As a class, discuss the problems and some alternatives.<br><br>6.g. FAMILY SOLUTIONS<br><br>Ask each student to list areas of potential family conflict. Divide the class into small groups. Each group chooses a conflict situation and proposes resolutions for it. Report to the class for further discussion. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 6.h. DECISION MAKING<br><br>Ask each student to identify one of his problems and try to resolve it using the decision-making model process.<br><br>a. Define problem.<br>b. Identify alternative solutions.<br>c. Identify consequences.<br>d. Select and act.<br><br>6.i. EVALUATION<br><br>Ask each student to write down one decision he/she made during the past few weeks. What were the alternatives? What was the decision --has the problem been worked out? If you could re-make the decision, would you do it differently?<br><br>6.j. FILLING SOMEONE'S SHOES<br><br>The teacher writes the 12 situations listed on different pieces of paper and places them in a bag. The class is divided into groups of 2 and 3. Each group, in sequence, draws a situation from the bag. The class is then given time to figure out a way to role play the situation. Then discuss the problem. | |

WHAT SHALL I DO?

Place the number of your first, second, and third choices in the appropriate blank to the left of the statement as to what you would do in each situation. There are a couple of extra blanks for you to write in your own responses if you would rather do something other than the ways suggested.

1. Conform
2. Tolerate
3. Rebel distructively
4. Rebel Constructively
5. Create a new society
6. Take drugs
7. Drink alcohol
8. Psychological withdrawal
9. Suicide
10. Seek help
11. Run away
12. Do what you know is best
13. Do what you want
14. _____
15. _____
16. _____

| 1st | 2nd | 3rd | | |
|---|---|---|---|---|
| ___ | ___ | ___ | 1. | You don't like the school dress code. |
| ___ | ___ | ___ | 2. | You want a free period during the school day. |
| ___ | ___ | ___ | 3. | You have always walked to school a certain way, and now they are starting to build a parking lot right where you used to walk. They put up a sign which says, "NO TRESPASSING." |
| ___ | ___ | ___ | 4. | Your parents say you must do the washing, ironing, dishes, and clean the house whenever they need doing. |
| ___ | ___ | ___ | 5. | Your family is moving out of the town you have lived in all your life. |
| ___ | ___ | ___ | 6. | It seems like no one at home ever speaks politely to you. |
| ___ | ___ | ___ | 7. | Your friends want you to go somewhere where you know you should not go. |
| ___ | ___ | ___ | 8. | Your parents make you get up every Sunday to go to church. |
| ___ | ___ | ___ | 9. | You want to buy a package of cigarettes, but the sign on the machine says, "Sale Forbidden to Minors." |
| ___ | ___ | ___ | 10. | You want to make A's, but you keep making C's. |
| ___ | ___ | ___ | 11. | You are invited to a party and go and find there is drinking and dancing. Your church says you are not to do either of these two things. |

| 1st | 2nd | 3rd | | |
|---|---|---|---|---|
| ___ | ___ | ___ | 12. | Your coach says, "Sportsmanship is also being a good loser," but you feel that your team lost unfairly. |
| ___ | ___ | ___ | 13. | You are a member of the Pep Squad and don't like the uniform. |
| ___ | ___ | ___ | 14. | You have a grievance and are told to take it through certain channels, but you know it will take too long. |
| ___ | ___ | ___ | 15. | You feel like crying at the death of a best friend, but your family teaches that boys do not cry. |
| ___ | ___ | ___ | 16. | You have just had plastic surgery done and the doctor tells you not to go swimming for four weeks, but there is a big swimming party you don't want to miss in three weeks. |
| ___ | ___ | ___ | 17. | Your parents taught, "Children are seen, not heard," but you can't stand to hear an adult who is visiting in your home downgrade another race. |
| ___ | ___ | ___ | 18. | You (female) are always the one who seems to have to make all the decisions for what you and your date are going to do. |
| ___ | ___ | ___ | 19. | You hate sports, but your father thinks that they are a measure of manhood. |
| ___ | ___ | ___ | 20. | You know the hazards of drinking and driving, but everyone is doing it. |
| ___ | ___ | ___ | 21. | In school you are taught the principles of democracy, but you never get to make any of the decisions. |
| ___ | ___ | ___ | 22. | Your hair is very long and your father calls you a sissy (you are a boy). |
| ___ | ___ | ___ | 23. | You wear a midriff top to school, and your principal sends you home. |
| ___ | ___ | ___ | 24. | There are benches in the mall, but the policeman tells you not to loiter. |
| ___ | ___ | ___ | 25. | The teacher says to outline two chapters for homework, but you think it is busy work. |

USE AND MISUSE OF SUBSTANCES

GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Use of Substances<br>Many substances are beneficial to mankind when used properly. The use and misuse of substances is an independent decision which is made on the basis of values and needs. | 1.a. K-3<br>a. Have the students bring in advertisements or labels of common drugs (medicines) to make a bulletin board display or posters. Group the drugs (medicines) according to use. Have the students identify how the drug is to be used.<br><br>b. Have the students relate personal experiences telling about a time when they were sick and what was done to help them (medicines they took, etc.).<br><br>c. Have the students write two-line jingles on what happens, good and bad, when a person takes a drug (medicine).<br><br>d. Have a group of students make a cartoon strip, type story telling the Do's and Don'ts of drug use.<br><br>e. Make a display of common household substances which are or could be harmful to the body. Let the children suggest others. Talk about their importance and use and why they are kept in the house or around the house. Discuss where these things should be stored.<br><br>1.b. 4-6<br>a. Have the students clip pictures from magazines and newspapers which show substances commonly used by individuals in society to maintain health. Have the students tell how each substance is beneficial to man. | Film<br><br>21156 Careless Family |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | b. Have the students make a list of the drugs they know about. They may wish to make a chart showing the following: | |

| DRUG | FORM | USE | EFFECTS | MISUSE |
|---|---|---|---|---|
| | | | | |

c. Have a panel discussion on the effects of smoking. Include both the immediate and long range effects of smoking on the body.

d. Have the students bring in articles and stories regarding drugs about which they have been learning. Discuss each article and put on the bulletin board.

e. Use a question box to find out what students would like to know about the effects of drugs on the body.

f. Have the students write radio or T.V. commercials to offer factual information about the harmful effects of many types of drugs.

g. Students can prepare a report, individually or in a group, about drugs and report their findings to the class.

h. Invite a police officer or other person familiar with drugs or the laws concerning drugs to speak to the class.

Film

10797 Huffless, Puffless Dragon

11180 Best Friends

11302 Ashes of Doom

Materials available from Lung Association of the Redwood Empire 527-5864

Grade Levels K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | i. Use films and curriculum guides available from the county office to supplement your program on abuse of drugs. | Curriculum Guide: Alcohol and Alcohol Safety (County Office) |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Society benefits from the use of medicine. | 1.a. Invite a doctor or a pharmacist to class to discuss some of the benefits derived from the proper use of medicine.<br><br>1.b. Have students do research in magazines such as "Medical World News," "Today's Health," "Psychology Today, for articles describing benefits derived from the proper use of medicine. Have the students share some examples of benefits derived from the proper use of medicine that they found in their research.<br><br>1.c. Have students research the daily newspaper and develop a notebook on how medicines benefit society.<br><br>1.d. Have the class research the history of medicine to show how medicine has benefitted society through the years.<br><br>1.e. Have students prepare a chart listing medicines which improve our health. | Speakers:<br><br>Sonoma County Drug Abuse Counsel<br>1625 Franklin Road, Santa Rosa, California<br><br>Sonoma County Public Health Service<br>3323 Chanate Road<br>Santa Rosa, California<br>527-2605 |

Grade Levels K-6 Medicine

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. There is a range of dangerous drugs that are abused by individuals. | 1.a. Have the students write a paper on the dependency producing types of narcotics and dangerous drugs. Then have the students discuss whether the drug produces physical and/or emotional dependency. | Speakers<br><br>California State Department of Health - Community Service Section.<br>123 F Street<br>Santa Rosa Ca. 546-2761 |
| | 1.b. Invite a former drug abuser to the class. Have a discussion on the slang names used to describe drugs, narcotics, and people who use them. | Film<br><br>21190 Drugs and the Nervous System. 18 min. |
| | 1.c. Have a panel of students discuss with the class, the following questions:<br>aa. What is drug dependency? | 21186 Narcotics - Why Not? 15 min. |
| 2. The use of dangerous drugs have extensive effects upon the individual and society. | 2.a. Form a panel of students to discuss the following question:<br>aa. What are some problems that occur with the use of a dangerous drug? and what does it mean to the individual and society. | 22375 Reds. Whites, and Booze. 30 min. |
| | 2.b. Have selected students call a law enforcement agency to find out the extent of the drug abuse problem in the town, state, and nation. | 21360 Speed Scene - Problem of Amphetimine Abuse 17 min. |
| | 2.c. Class discussion of long and short range effect of drugs. | 21915 Perfect Drug |

Grade Levels K-6 Tobacco

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 1. The use of tobacco arises from a variety of motivations. | 1.a. Do a survey on the students to determine the reasons why and why not they smoke cigarettes. | Film |
| | 1.b. Determine from those who smoke, why they believe they started smoking. Discuss the reasons given and evaluate them in terms of health hazards of smoking. | 10797 Huffless, Puffless Dragon. 8 min. |
| | 1.c. Have the students have a discussion on the "peer pressure" of smoking. | 11310 Ashes of Doom |
| | 1.d. Discuss and evaluate the rights of smokers. | |
| | 1.e. Discuss and evaluate the rights of non-smokers. | |
| 2. The use of tobacco has extensive effects upon the individual and society. | 2.a. Have a small group of students put together a list of the components of cigarettes and discuss their effects on the body. | |
| | 2.b. Have the students debate the statement: aa. "Filter cigarettes provide a safety for smokers." | |
| | 2.c. Have a small group of students discuss the immediate effects of smoking cigarettes. Have them report to the class. | |
| | 2.d. Show the physical effects of cigarettes on a white tissue by blowing some smoke through it. | |
| | 2.e. By means of research, have the students list and describe the problems that may occur with the use of tobacco. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 2.f. Divide the class into two groups to review and research the present reports showing the relationship of tobacco smoking to the following diseases:<br>aa. Cancer of the lung.<br>bb. Cancer in other parts of the body.<br>cc. Coronary diseases.<br>dd. Circulatory diseases.<br>ee. Pulmonary diseases. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 1. Some beverages are different from others, in that they contain some amount of ethyl alcohol, which is a substance that can be oxidized and utilized by the body, but only in limited and predictable amounts per hour. In excess, it circulates in the blood and adversely affects the brain cells (depresses their ability to function in the ways they should. | 1.a. Begin with a demonstration of the alcohol content of different drinks and beverages. Using food coloring, prepare a beaker of deep colored liquid, to represent pure alcohol. Take a beer glass, a wine glass, a cocktail glass, and a highball glass then pour the liquid in each glass (the amount that would represent the amount that would be in that type of alcoholic beverage). Fill the rest of each glass with water; the shade of color will indicate the relative amounts of alcohol.<br><br>1.b. Prepare or use chalkboard diagram to show the oxidation process, emphasizing amount of alcohol, time for drinking, and the size of drinks. Have the class devise and solve problems regarding amount of alcohol oxidized and unoxidized. | Film<br><br>10797 Huffless, Puffless Dragon<br><br>Speakers<br><br>Orenda Center<br>2759 Bennett Valley Road<br>Santa Rosa, Ca. 528-4141<br><br>Sonoma County Council on Alcoholism<br>P.O. Box 2661<br>Santa Rosa, Ca. 544-7544 |
| 2. The major affect of alcohol on the brain is related to those cells involved in and with judgement, memory, and mental-emotional responses. Alcohol will cause these activities to become eratic. The individual's coordination and reaction time is also adversly affected. | 2.a. Present illustrations of the major effects of unoxidized alcohol in the brain cells. Encourage students to amplify these effects, indicating what they can mean in actual behavior.<br><br>2.b. Present the concept of learned inhibitions as a necessity for getting along in today's society. Have each student write two desireable inhibitions and at least one undesireable one. Discuss when finished. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 3. Actual pharmacological or intoxication can occur in two ways:<br>aa. Consuming a large amount of alcohol in a short period of time.<br>bb. Consuming smaller amounts (but in excess of that which is oxidized) over a period of several hours.<br><br>Drunken behavior can result from even small amounts of alcohol for some people under certain conditions.<br><br>The use of distilled beverages (whiskies, gin, vodka, rum) makes the achievement of intoxication easier and even inadvertent or unintended. | 3.a. Give a short, fill-in self-test on facts and concepts about drunkenness, probing understandings of drinking styles which result in drunkenness, difference between drunkenness and drunken behavior, blood alcohol content, ways of determining drunkenness.<br><br>3.b. Central questions for discussion and conclusions should be:<br>aa. How can a person become intoxicated without intending to?<br>bb. Why is drunkenness undesirable?<br><br>3.c. Teacher may use sociodrama, "To Drink or Not to Drink," selecting participants carefully and breaking in after 10-12 minutes to begin the discussion the drama should indicate. | Speakers<br><br>Community Alcoholism Services<br>930 Piner Road<br>Santa Rosa, Ca. 544-6911<br><br>Film<br><br>22357 Decision Alcohol 15 min.<br><br>21923 Drugs, Drinking, and Surviving. 18 min. |
| 4. The use of alcohol has extensive effects upon the individual and society. | 4.a. By using magazines, newspaper articles, and other resources, have the students identify some problems associated with the use of alcohol.<br><br>4.b. Have the class go into small groups to compile a list of the effects that alcohol has on the human body. Also, have the groups | Speaker<br><br>The Salvation Army<br>115 Pierce Street<br>Santa Rosa, Ca. 542-0981 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | use their knowledge of the effect on the human body to behavior of individuals who use alcohol under different circumstances. Discuss. | Film<br>22374 Alcohol Problem: What Do You Think. 18 min |
| | 4.c. Have the students chart the different types of pathological drinking patterns. Conduct a class discussion on the pathological drinking patterns charted by the students. | |
| 5. Alcohol is used in a variety of ways. | 5.a. Develop a list of the uses of alcohol on the chalkboard through a class discussion.<br><br>Teacher Information: Outline<br>aa. Used as a chemical in science and industry<br>bb. Used medically<br>cc. Used as flavoring agent<br>dd. Used in some religious ceremonies<br>ee. Used in many cultures, because of custom, as a beverage | |
| 6. Use of substances that modify mood and behavior arises from a variety of motivations. | 6.a. Conduct buzz session on the question, "Why do young people drink?"<br>aa. Curiosity<br>bb. To defy parents<br>cc. To feel grown up<br>dd. False information<br>ee. To defy authority<br>ff. Feelings of inadequacy<br>gg. Peer pressure (the gang does it)<br>hh. Likes the effect of alcohol<br>ii. Part of family culture.<br>jj. Likes the taste.<br>kk. Don't like to be called "chicken"<br>ll. Fascinated and tempted by advertisements<br>mm. To escape reality | |

Grade Levels K-6 Alcohol

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 7. The relationships between social drinking, problem drinking, and abstentions | 7.a. Buzz groups define terms such as:<br>aa. Alcoholic<br>bb. Problem drinker<br>cc. Social drinker<br>7.b. Students discuss their feelings toward alcoholism.<br>7.c. Students discuss how different types of people react to a "panhandlers" request for money. | |
| 8. People have misconceptions about the use and effect of alcohol. | 8.a. Have the students list in writing the myths that they have heard about the use of alcohol. They can interview their parents, other adults, and their friends. Discuss the "myths" in class. | |
| 9. There are legal controls placed on the distribution and use of alcohol. | 9.a. Invite a law enforcement officer to class to discuss the laws concerning the use of alcohol.<br>9.b. Have the class discuss and draw a conclusion about the concern of the use of alcohol and the laws governing the use of alcoholic beverages.<br>9.c. Have the class chart the laws governing the use of alcoholic beverages.<br>9.d. Have the class write and discuss the effects and ramifications of violations of laws concerning alcohol. | |

Grade Levels K-6 — Marijuana

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 1. Ambiguous information exists on effects of marijuana on the individual. | 1.a. Have the class read on the history of marijuana. Then discuss the differences of why they smoked it then and why they smoke it now.<br>1.b. Have the students read and discuss general information on marijuana.<br>1.c. Discuss the different names and slang names of marijuana. See if the class can come up with why the names are used for marijuana.<br>1.d. Discuss physical effects of marijuana on your system. | |
| 2. Social pressure is extreme in the use of harmful substances. | 2.a. Have buzz groups discuss reasons for the use of marijuana.<br>2.b. Have the groups discuss parent's feelings toward use of alcohol versus marijuana.<br>2.c. Have the groups discuss situations which exist at parties.<br>2.d. Discuss pressures from your peers. | |
| 3. Marijuana has an impact on our cultural habits. | 3.a. Have the students make a survey on marijuana. The following are some questions they may want to ask:<br>aa. Do you smoke marijuana?<br>bb. Why or why not?<br>cc. When did you start smoking it?<br>dd. Why?<br>ee. Was there any peer pressure?<br>ff. Do you drink alcohol?<br>gg. Why or why not?<br>hh. Do you drink and smoke at the same time? | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | ii. Why?<br>jj. Do your parents agree or disagree?<br>kk. Would you smoke it if your parents asked you not to?<br>ll. Etc.<br><br>3.b. Have each student take the survey around school and at home. They may want to put the age category down, but make sure that they are aware that all information they may get is confidential. | |

# USE AND MISUSE OF SUBSTANCES

## GRADE LEVELS 7-8

Grade Levels 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Drugs are helpful in maintaining health. | 1.a. Have the class do research to find out the value of specific medicines in the treatment of disorders such as diabetes, cancer and heart disease.<br><br>1.b. Have groups of students do research papers on the use of drugs to help maintain health. They can get information from newspapers and medical magazines, e.g. "Today's Health" and other reliable periodicals.<br><br>1.c. Invite a doctor, school nurse, or pharmacist to come to school to be interviewed by students. Have him/her be prepared to answer questions about drugs that control disorders, drugs that aid in the relief of pain, and drugs used in the treatment of mental illness. Have the students write questions in advance and send them to the guest speaker.<br><br>1.d. Have the students discuss the difference between prescription drugs and "over-the-counter" drugs.<br><br>1.e. Share student research papers with the class on the use of drugs in helping maintain health.<br><br>1.f. Investigate old-time remedies and superstitions. Discuss and Evaluate.<br><br>1.g. Show films on "African Medicine" available from NET. Discuss and evaluate. | Book<br><br>The Drug Scene by Walter L. Way, Prentice-Hall, 1970 Englewood Cliffs, New Jersey<br><br>Booklets<br><br>"What You Should Know About Drugs and Narcotics" Associated News Feature 50 Rockefeller Plaza New York, N.Y. 10020<br><br>National Association of Blue Shield Plan, Wells Fargo Building, 44 Montgomery St. San Francisco, Ca 94104<br><br>Film<br><br>African Medicine |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 1.h. Select for oral reports current uses and dangers of the various types of drugs; narcotics, patent medicines, anesthetics, antibiotica, hormones, tranquilizers, antihistimines, energizers, antiseptics, barbiturates, hallucinogens. | Teacher reference catalog available Drub Abuse Counci Publications, 1977, 1828 L Street N.W. Washington, D.C 20036 |
| | 1.i. Prepare graphs showing increase in life expectancy in United States and in other countries. | |
| | 1.j. Trace drug research and its influence on the life expectancy of individuals with diabetes, epilepsy, haert disease, tuberculosis, etc. | |
| | 1.k. Discuss what to do when unexpected reactions to drugs occur. | |
| | 1.l. Discuss special hazards and precautions necessary when taking drugs (overdose, combining drugs, sharing drugs). | |
| | 1.m. Discuss drugs that may be beneficial to one person and yet harmful to others. | |
| | 1.n. Role play the negative and positive factors in the following situations: | |
| | aa. Two boys have similar illnesses. One goes to the doctor and the other doesn't. The boy who did not go to the doctor asks him to share his medication. | |
| | bb. Your older sister has an infection for which the doctor prescribed some medication. She recuperates before all the medicine is used. A month later, you get a similar infection. Is it worth the risk saving the money and your taking the medication prescribed for your older | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | sister?<br><br>1.o. Have the students discuss the dangers involved in taking a drug prescribed for someelse.<br><br>1.p. Have the students predict some of the possible consequences where drugs might be mixed or combined. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 1. Develop knowledge, understanding about use of substances by individuals. Develop decision making skills (Physical, emotional, and social factors influence the misuse of tobacco and drugs.) | 1.a. Have a panel discussion on factors that lead to the use of alcohol, tobacco, and drugs.<br><br>1.b. Have the class prepare a chart listing and identifying factors which lead to the use of alcohol, tobacco, and drugs.<br><br>1.c. Invite a panel of high school students to discuss the factors that lead to the use of tobacco. Invite a police officer and a former drug addict to discuss factors that lead to the use of alcohol and drugs.<br><br>1.d. Conduct an unsigned student survey of reasons for or against use of mood and behavior modifying substances.<br><br>1.e. Have students collect news articles and advertisements showing the influence of mood and behavior modifying substances in our culture.<br><br>1.f. Have the student identify reasons why individuals might try alcohol, tobacco, dangerous drugs, and hallucinogens. i.e.:<br><br>aa. Curiosity<br>bb. Imitating adults<br>cc. Accidental use<br>dd. Influence of peer group<br>ee. Dares<br>ff. Experimentation<br>gg. Self-medication<br>ii. Escape<br>jj. Rebellion | Speakers<br><br>Community Alcohol Service<br>Santa Rosa<br>528-1195<br><br>Sonoma County Drug Abuse Council<br>231 D Coddingtown Center<br>Santa Rosa, Ca. 544-3295<br><br>Sonoma County Council on Alcoholism<br>P.O. Box 2661, Santa Rosa, Ca. 05405 544-7544 |

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| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | kk. Cultural factors<br>1. Religion<br>2. Social function<br>3. Celebrations<br>4. Family customs | |
| | 1.g. Have the students make a bulletin board display showing different alcoholic beverages and situation or occasions where they might be used. | Films<br>22347 Decision: Alcohol 15 min. |
| | 1.h. Have the students role play some of the following situations in which they resist the social pressures to use alcohol:<br>aa. A friend asks yoy to get some liquor from your Dad's liquor cabinet.<br>bb. Some older friends ask you to go cruising in their car, and you know that they have been drinking.<br>cc. You go to a party, and one of the boys brings a six-pack of beer and offers you one. | 22328 Ninety-Nine Bottles of Beer. 23 min.<br>22374 Alcohol Problem: What Do You Think? 18 min.<br>Book<br>The Cool World, Warren Miller. A novel about ghetto living in New York City. (easy reading) |
| | 1.i. Have the students discuss ways of coping with social pressures without turning to the use of alcohol, tobacco, and drugs:<br>aa. Having realistic goals.<br>bb. Participating in productive leirure time activities.<br>cc. Achieving social relationships.<br>dd. Making one's own decisions. | Film<br>21923 Drugs, Drinking and Driving. 18 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURC |
|---|---|---|
| (continued)<br><br>2. Tobacco, alcohol, and other drugs can be harmful to the individual and society. (The student can identify the effects of various drugs.) | 2.a. Have the students list and give a brief description in writing of the mood and behavior modifying substances.<br><br>aa. Alcohol<br>bb. Tobacco<br>cc. Marijuana<br>dd. Barbiturates<br>ee. Amphetamines<br>ff. LSD<br>gg. Heroin<br>hh. Volatile chemicals | |
| | 2.b. Use the Cancer Society Smoking Syringe to collect tars from cigarettes. Discuss the effects of these tars on the body. | Film<br><br>11302 Ashes of Doom. 2 min |
| | 2.c. Have the students bring in articles from the newspapers which show how the effects of drugs can be costly to the individual and to society. Put the articles on the board and share the main points from each article with the rest of the class. | 10797 Huffless, Puffless Dragon. 8 min.<br><br>21936 Tobacco Problem: Wha Do You Think? 17 min |
| | 2.d. Show the film,"Narcotics - Why Not?" Discuss what the addicts really have to say who have taken drugs. | Film<br><br>21186 Narcotics: Why Not? 15 min. |
| | 2.e. Have the students make charts, categorizing drugs and listing the possible harmful effects | |
| | 2.f. Have a student do research and point out to the rest of the class, on the torso model, the vital organs that are affected by certain drugs. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 2.g. Have the students develop a list of slang words associated with drugs. Tell what each is:<br><br>aa. Downers<br>bb. Goofballs<br>cc. Reds<br>dd. Yellows<br>ee. Blues<br>ff. Uppers<br>gg. Bennies<br>hh. Hearts<br>ii. Speed | Refer to Substances Abuse Resource Guide, Arizona Department of Education Alcohol and Drug Education Division - 1976 or contact Family Planning Community Education Program - Sonoma County Public Health Services, 3313 Chanate Road, Santa Rosa, CA 95404 |
| | 2.h. Given a list, they can distinguish between those characteristics of a stimulant and those of a depressant.<br><br>aa. Depressed<br>bb. Overactive<br>cc. Loss of appetite<br>dd. Out of touch<br>ee. Slurred speech<br>ff. Keeps one awake<br>gg. Raises blood pressure and increases heartbeat<br>hh. Teacher may add to list | Film<br><br>21360 Speed Scene: Problem of Amphetamine Abuse 17 min. |
| | 2.i. Discuss the following questions:<br><br>aa. What effects do coffee, tea, and soft drinks have upon the body?<br>bb. What systems of the body are affected by tobacco?<br>cc. What are some of the differences between the immediate and long-range effects of tobacco?<br>dd. What systems of the body are affected by alcohol? | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | ee. What should one do if he is asked to experiment with harmful substances?<br>ff. How do you think we can solve the problem of using substances which can be harmful? | |
| | 2.j. Have the students develop a list of the possible dangers one faces when he decides to misuse dangerous drugs. Students can then dramatize these dangers by creating role playing situations in which a substance is misused. | Abuse of Drugs: Information and Resource - available through the Sonoma County Drub Abuse Council. |
| | 2.k. Discuss the meaning of the terms, "physical dependence" and psychological dependance." | |
| | 2.l. Have the students write radio or TV commercials to offer factual information about the harmful effects of some of the following substances:<br><br>aa. Alcohol<br>bb. Marijuana<br>cc. Uppers<br>dd. "Downers"<br>ee. LSD<br>ff. Heroin | |
| | 2.m. Then have them act them out or record them to present to younger students. | |
| | 2.n. Set up a display of volatile chemicals found in the home that may be harmful if used improperly. Have a group of students read the labels and discuss the importance of following the directions. Be sure the containers used are empty and rinsed thoroughly. As a followup activity, have a group of students do reaearch on the harmful effects of volatile chemicals if misused and the laws | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | governing their sale.<br>Volatile Chemicals:<br><br>aa. glue<br>bb. gasoline<br>cc. aerosol sprays<br>dd. paint<br>ee. thinner<br><br>2.o. Invite a police officer, former addict, or alcoholic to the class to discuss the effects of alcohol or drugs on the body. | |
| 3. The individual and society need to accept responsibility for preventing the misuse of tobacco, alcohol, and other drugs. | 3.a. Divide the class into groups. Have each group investigate community resources which deal with the problems involving the misuse of drugs. These resources might include:<br><br>aa. Local Health Department<br>bb. Voluntary Agencies<br>cc. Legal Agencies<br>dd. Youth Organizations<br><br>Each committee should prepare a summary of its findings and report to the whole class.<br><br>3.b. Have members of the class make posters or transparencies, showing the types of facilities and services available in the community to help people with problems regarding the misuse of drugs.<br><br>3.c. Have the students do research on the following topics for reports they can give to the class:<br><br>aa. Legal controls on drugs.<br>bb. Legislative controls and their history.<br>cc. Types of drugs and their restrictions. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURC |
|---|---|---|
| (Continued) | dd. Controls on sale and possession of alcohol.<br>ee. Problems associated with enforcing control on tobacco. | |
| | 3.d. Have the students bring in articles from newspapers, magazines, pamphlets, booklets, etc. concerning current research and facts about the misuse of drugs. Have students develop criteria for evaluating materials. | |
| | 3.e. Given a case history of a drug addict, the students can identify ways that the school, community, and the individual citizen could have helped prevent the misuse of drugs. | |
| | 3.f. Have students discuss the law enforcement problems created by the misuse of drugs. They may also wish to discuss the cost to the community in controlling the misuse of drugs. | |
| | 3.g. Divide the class into four groups. Have each group do research on one of the following topics and prsent their findings to the rest of the class:<br>aa. The number of people in the United States or California who use tobacco, alcohol, and dangerous drugs.<br>bb. Statistics on the relationship of accidents to the use of alcohol and drugs.<br>cc. The incidence of crime and violence related to the mususe of alcohol and drugs.<br>dd. The problems involving families when one or more members misuses alcohol or drugs. | The National Committee on Alcoholism, Inc.<br>20 E. 103rd Street<br>New York 19 N. Y.<br><br>Speakers<br><br>Orinda Center<br>2759 Bennett Valley Road<br>Santa Rosa, CA 528-4141 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.h. Given a case history of an addict, the student can evaluate the loss of the addict as a productive member of society.<br><br>3.i. Given avaliable accident data, the student can conclude that drug misuse threatens driving safety. | |

# DISEASES AND DISORDERS

## GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Causal Factors<br>Many factors contribute to the cause of diseases and disorders. | 1.a. K-3<br>a. Have a class discussion on how germs are spread. Discuss proper care when sick and why people should stay home when they are ill.<br><br>b. Teacher may begin a class discussion centering around symptoms of illness some students have. Posters and charts or a film may be used to implement the discussion.<br>Ask the children to tell about an illness they may have had; attempt to channel discussion to:<br>aa. Talk about the symptoms and names of diseases.<br>bb. Talk about how they got the disease. (Point out the concept that some diseases are passed from one person to another.)<br>cc. Talk about ways of avoiding the spread of disease at school, camp, home, etc.<br>Continue the discussion to point out:<br>aa. What mother and father did to help the child to get well.<br>bb. What the doctor did if he was called.<br>cc. What the patient had to do to help himself get well.<br><br>1.b. 4-6<br>a. Students can meet in small groups to do research on different types of diseases.<br><br>b. Have the students look in newspapers and magazines for current articles about diseases or epidemics related to a natural disaster, such as an earthquake, etc. The class can discuss the problems | Film<br>10755 How to Catch a Cold |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | involved.<br><br>c. A Red Cross worker can be invited to the classroom to tell about the work being done locally, nationwide, and worldwide to help control the effects of disease.<br><br>d. Have the students make posters showing the importance of being vaccinated. The posters could be used to advertise a community or school immunization program. | |

# DISEASES AND DISORDERS

## GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Chronic disorders are increasing as a threat. | 1.a. Select a committee from the class to do research and reports on the following chronic disorders:<br><br>a. Heart and circulatory<br>b. Cancer<br>c. Diabetes<br>4. Mental illness<br>5. Allergies<br>6. Orthopedic<br>7. Vision and hearing<br>8. Neurological<br>9. Others<br><br>1.b. Have the students discuss chronic disorders.<br>1.c. Have the students do library research on the leading chronic diseases.<br>1.d. Have them chart the leading chronic diseases and the sign and symptoms.<br>1.e. Have the students report on personal health habits.<br>1.f. Have the students discuss chemical and mechanical ways of controlling chronic diseases.<br>1.g. Have the students report on contributions of medical science in finding treatments for chronic diseases. | Books<br><br>The Wonderful World of Medicine, Calder Richie Doubleday.<br><br>Medicine in Action: Today and Tomorrow, Hyde, Margaret; McGraw-Hill<br><br>Disease Detectives: Your Career in Medical Research, Neal, Harry Edward, Messner<br><br>March of Dimes<br><br>Pamphlets<br><br>"Man Against Disease," Blue Cross Committee<br>840 N. Lake Shore Drive<br>Chicago, Ill.<br><br>"Health Heroes"<br>Metropolitan Life Ins. Co.<br>Health and Welfare Division<br>San Francisco, Calif. |
| 2. Diseases and disorders are caused by environmental factor | 2.a. Have students discuss causes of diseases and disorders that are a result of environmental factors:<br><br>A. Living organisms<br>a. Protozoa<br>b. Bacteria<br>c. Viruses<br>d. Fungi | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | B. Physical Factors<br>a. Temperature<br>b. Motion<br>c. Pressure changes<br>d. Dust and dirt<br>e. Noise<br>f. Lack of sanitation<br>g. Congestion<br>h. Pollens<br><br>C. Chemical Factors<br>a. Poisons<br>b. Gases<br>c. Drugs<br><br>D. Nutritional deficiencies<br>a. Beriberi<br>b. Scurvy<br>c. Rickets<br>d. Pellagra<br>e. Iron deficiency anemia<br>f. Protein deficiency<br><br>E. Accidents<br>a. Cars<br>b. Beaches<br>c. Boats<br>d. Pools and lakes<br>e. Homes<br><br>2.b. Have the school nurse talk about the comparative ease of prevention compared with the cost of treatment.<br><br>2.c. Have the students select a disease or disorder and create an environmental situation where this disease or disorder might develop.<br>e.g. "I live in a smog area."<br>"I live where mosquitoes are uncontrolled. | Booklets<br><br>"Winter Enemies"<br>John Hancock Mutual Life Insurance Company, Boston, Mass.<br><br>Bausch and Lomb, Inc.<br>Rochester 2, New York<br><br>National Tuberculosis and Health Association<br><br>National Epilepsy League, I<br>130 N. Wells St., Chicago, Ill.<br><br>Films<br><br>21159 Unseen Enemies. 32 m |

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| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 2.d. Have a committee from the class select particular events in history that were affected by or caused by the outbreak of disease.<br><br>2.e. Discuss diseases such as polio and tuberculosis before and after treatment became available (Salk vaccine for polio).<br><br>2.f. Have the students research diseases that have been brought under control.<br><br>a. Small pox<br>b. Diptheria<br>c. Yellow fever. | |
| 3. Even though most communicable disease rates have been increasing, infections are still a serious threat. | 3.a. Give a list to the students on the certain major communicable diseases, e.g.:<br><br>a. Syphilis<br>b. Gonorrhea<br>c. Tuberculosis<br>d. Streptococcal infections<br>aa. Scarlet fever<br>bb. Strep throat<br>e. Common cold<br>f. Influenza<br>g. Infectious hepatitis<br>h. Measles<br>i. Rubella<br>j. Smallpox<br>k. Mumps<br>l. Tetanus<br>m. Diptheria<br>n. Others of interest to the class | Books<br><br>Shots Without Guns: The Story of Vaccination, Reidman Sarah R., Rand-McNally<br><br>Pamphlets<br><br>"Communicable and Non-communicable Diseases"<br>American Medical Association<br>535 North Dearborn Street<br>Chicago 10, Illinois.<br><br>"Common Cold"<br>Equitable Life Assurance Society of the U.S.<br>393 Seventh Avenue<br>New York 1, New York |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 3.b. Have a class discussion on the following questions:<br><br>a. What are some of the common diseases that you have heard about?<br>b. What do you think the term "communicable" means?<br>c. Which diseases on the list can be passed from person to person, and which cannot?<br>d. Which diseases are most prevalent?<br>e. Where could you find out?<br><br>3.c. Discuss with the students how many communicable diseases may be controlled by maintaining good health and good personal habits.<br><br>3.d. Have the students discuss how breaking the cycle of infection and reinfection may help control many diseases. (Immunization breaks the cycle by reducing the number of susceptible people. No immunization for some i.e., V.D. need to report contacts.<br><br>3.e. Have students report on how germs cause disease.<br><br>3.f. Have the students, in writing, differentiate between communicable and non-communicable disease.<br><br>3.g. Have the students give reasons why communicable diseases are still threatening man: e.g.<br><br>a. International travel on the increase.<br>b. Not having immunization protection.<br>c. Not keeping up-to-date with immunization protection.<br>d. Poor sanitary precaution.<br>e. Population explosion. | "Colds and Respiratory Diseases"<br>The Travelers Insurance Co<br>700 Main Street<br>Hartford 15, Conn.<br><br>Films<br><br>22342 Communicable Disease: They Just Go Round. 18 min.<br><br>10755 How to Catch a Cold. 11 min. |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | f. Not getting treatment for syphilis and gonorrhea. | |
| | 3.h. Start class discussion on infection cycle for venereal diseases after showing the film "You Got What?.. Discuss the parts of the body involved in the transmission and spread of V.D. | V.D. Pamphlets and materials<br><br>Filmstrip<br><br>Venereal Disease, Who, Me? Doubleday & Co. Inc. |
| | 3.i. Have the students follow consecutively the Day Three, Day Four, and Day Five transparencies from the "Circle of Man Kit." Symptoms of Gonorrhea:<br><br>a. Incubation period is two to six days.<br>b. Early symptoms in males:<br>aa. Itching or stinging sensation in reproductive organs.<br>bb. Discharge of pus from the penis.<br>cc. Painful urination.<br>c. In females, the symptoms are usually hidden.<br>Complications of gonorrhea:<br>aa. The disease can cause sterility in both men and women.<br>bb. There can be painful swelling of the joints.<br>cc. It can cause serious heart disease.<br>dd. If not treated, a pregnant woman can give the disease to her baby at birth causing infant blindness. | Films<br><br>21403 Kathy. 19 min.<br><br>21472 V.D. A New Focus. 15 mi<br><br>21162 V.D. Epidemic. 27 min<br><br>21410 V.D. Name Your Contacts 22 min.<br><br>10963 V.D. Prevent It. 11 min<br><br>21458 You Got What? 23 min. |
| | 3.j. Syphilis -- incubation period<br>Have the students discuss the fact that there are no early symptoms or signs, that the germs are being carried deep into the body through the bloodstream and lymph system. | Teacher's Handbook on Venereal Disease Education. Schwartz, William F. U.S. Department of Health, Education and Welfare. Department of the National Education Association 1201 16th Street N.W. Washington, D.C. 20036 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 3.k. Discuss the primary stage of syphilis.<br>a. A painless sore called a chancre may appear two to six weeks after exposure.<br>b. The sore may stay the size of a pimple and never develop into an open lesion.<br>c. The sore usually appears on or near the genital organs.<br>d. The sores will disappear, even without treatment. | School nurse of Health Department Nurse |
| | 3.l. Discuss the secondary stages of syphilis.<br>a. A skin rash may appear soon after the chancre goes away.<br>b. Other sumptoms may be: sore throat, fever, headache, swollen lymph glands, pain in bones and joints, hair falling out, white patches in the mouth or on the sexual organs.<br>c. The symptoms may go away in a few weeks or may last as long as a year.<br>d. The symptoms will disappear, even without treatment. | |
| | 3.m. Discuss the hidden stage of syphilis.<br>a. No symptoms, person appears well.<br>b. The germ spread to all parts of the body. | |
| | 3.n. Discuss the late stage of syphilis.<br>a. Progressive degeneration of the brain.<br>b. Damage to the heart.<br>c. Progressive blindness.<br>d. Insanity.<br>e. Death. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 3.o. Discuss congenital syphilis.<br><br>a. Syphilis can pass from the blood of a mother to her unborn child.<br>b. It can cause skin lesions, deafness, blindness, heart disease and death.<br><br>3.p. Have student write short stories about ways of preventing, controlling and treating one communicable disease. Have student report to the class.<br><br>3.q. Have students prepare charts showing the ways of preventing, curing, and treating the major communicable diseases.<br><br>3.r. Have the student identify ways the body defends itself against disease.<br><br>a. Skin<br>aa. Helps keep germs outside body.<br>bb. Secretes substances that retard growth of germs.<br>b. Mucous membranes<br>aa. Help keep germs outside body.<br>bb. Produces specialized secretions (tears, ear wax, and mucous)<br>c. Cilia<br>aa. Helps keep germs out of lungs.<br>d. Stomach acid<br>aa. Kills germs.<br>e. White blood cells.<br>f. Germ-fighting chemicals in blood<br>aa. Antibodies. Manufactured by the body to fight specific germs.<br>bb. Provide immunity to specific germs.<br>g. Resistance to germs<br>aa. Comes with good health<br>bb. Maintained by the body with proper rest, well-balanced meals, regular exercise. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 3.s. Have the class write creative stories about "My Life As A Disease Germ" stories could be shared orally or in a book.<br><br>3.t. Have the students make a chart that shows the infectious disease process. Discuss how one can stop the infectious disease process.<br><br>3.u. Have the students interview a doctor or the school nurse and make a report to the class on the following:<br><br>a. Antibodies and how they prevent disease.<br>b. The approved treatment for the common cold.<br>c. When a person should seek the care of a doctor. | |

# DISEASES AND DISORDERS

## GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Venereal Disease is an epidemic in our state. | 1.a. Ask each class member to list why they think venereal disease has increased. Ask for volunteers to share why and discuss their reasons. List the reasons on the chalkboard and have the class put them into categories.<br><br>1.b. Have the class go into small groups to illustrate reasons why gonorrhea and syphilis are increasing (lack of knowledge, fear, greater sexual freedom). Groups may want to illustrate their theories by developing collages, postures, etc.<br><br>1.c. Invite a knowledgeable speaker to the class to discuss their views on why V. D. seems to be increasing. Types of speakers you may want to invite are:<br><br>a. Local Physician<br>b. A representative of a local health department<br>c. Parent(s)<br>d. School nurse<br>e. Social worker, sociologist<br>f. A representative from a free clinic<br>g. Clergyman<br>h. Pharmacist<br><br>You may want to have several speakers for a panel presentation. Following, have a discussion on the speakers. | Films<br><br>21472 V.D.: A New Focus 15 min.<br><br>21458 You Got What? 23 min.<br><br>Speakers<br><br>Petaluma People's Service Center 763-9866 |
| 2. V.D. has become resistent to some medicines. | 2.a. Have the class identify different strains of V.D.<br><br>2.b. Have the class research each known type. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURC |
|---|---|---|
| (Continued) | 2.c. Small Group Review<br><br>a. This exercise allows the student to discuss their newly acquired information.<br>b. Materials:<br>aa. Paper and felt pens.<br>bb. Assorted pamphlets on venereal disease.<br>c. Time: 30-40 minutes<br>d. Procedure:<br>aa. Divide the class into small groups.<br>bb. Pass out the pamphlets to each group.<br>cc. Assign each of the groups one or two of the following topics:<br>Symptoms — Complications<br>Testing — Incubation period<br>Treatment — Effects of pregnancy<br><br>2.d. Have each group divide their papers into a column for gonorrhea and one for syphilis. Tell them to go through their pamphlets to gather information on their topic as it pertains to gonorrhea or syphilis and also Old Herpes and other venereal diseases.<br><br>2.e. Have each group share with the class about the information they obtained. | Speakers<br><br>Family Planning<br><br>Sonoma County Public Heal Service<br>3313 Chanute Road<br>707-527-2605 |
| 3. Gonorrhea and syphilis can have immediate and long range effects on individuals and society. | 3.a. Conduct a lecture/discussion on the structures of the human reproductive system and how the structures are involved in the transmission and spread of V.D. Use charts, models, or other visual aids to augment the lecture/discussion. Allow students to clarify ideas related to the transmission of V.D.<br><br>3.b. Have the students work in small groups or individually to prepare a visual aid, chart, | Film<br><br>21863 Lunatic. 23 min.<br><br>21410 Name Your Contact 22 min. |

Grade Levels 9-12 Venereal Disease

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | or booklet on the topic Syphilis and Gonorrhea are alike, but different. By using their aids, have each group or individual explain the similarities and the differences between gonorrhea and syphilis.<br><br>3.c. Using visual aids, conduct a class discussion on the similarities and differences in the disease cycles of V.D.<br><br>3.d. Have the students view a filmstrip or film which includes information on the immediate effects of V.D. Have students consider the following questions:<br><br>a. What are the immediate effects of gonorrhea?<br>b. What are the immediate effects of syphilis<br>c. What are the long-range effects of gonorrhea?<br>d. What are the long-range effects of syphilis?<br><br>3.e. By using classroom, library, and community resources, have each student develop a chart showing the immediate and long-range effects of V.D. The following is an example of a chart that might be used: | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 4. Gonorrhea and syphilis can be effectively prevented and controlled. | 4.a. Have students work in teams of two. Each team asks other people what they think concerning the following:<br>a. What causes gonorrhea and syphilis?<br>b. How are gonorrhea and syphilis treated?<br>c. How does gonorrhea and syphilis spread?<br>d. How are gonorrhea and syphilis prevented and controlled? | Speakers<br>Social Advocates for Youth<br>218 E Street, Santa Rosa<br>544-3299 |
| 5. Myths about gonorrhea and syphilis. | 5.a. Have each student design and present to the class a visual illustration (poster, slide, or model) that dispels at least one myth about gonorrhea and syphilis.<br>5.b. Ask selected groups of students to contact community service for assistance in displaying in the community selected visual aids that dispels any myths about gonorrhea and syphilis.<br>5.c. Conduct a class discussion concerning how V.D. myths interfer with the prevention and control of V.D. | |
| 6. Gonorrhea and syphilis, which are a threat to youth, can be effectively prevented and controlled. | 6.a. The student identifies the myths about gonorrhea and syphilis.<br>a. Myths:<br>aa. You can get V.D. from toilet seats.<br>bb. You can get gonorrhea and syphilis only once.<br>cc. Gonorrhea is caused by straining yourself.<br>dd. Syphilis is a hereditary disease.<br>ee. You can tell by looking at someone if they have V.D.<br>ff. Feminine hygiene products (sprays, suppositories, and deodorants) will | Film<br>21162 V.D. Epidemic. 27 mi |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | prevent V.D.<br>gg. A quick cure for V.D. can be purchased at your local drug store.<br>hh. V.D. is a punishment for promiscuous sexual behavior.<br>ii. Birth control pills can prevent V.D.<br>jj. You will always know when you have V.D.<br>kk. V.D. is a disease of lower social economic groups.<br>ll. V.D., gonorrhea and syphilis are all one name for the same disease. | |
| 7. V.D., which is a primary threat to youth, can be effectively treated, prevented and controlled. | 7.a. Have the students do research to identify the agencies or other resources in the community that are providing service for diagnosis and treatment of V.D. Have the class make a map showing the services available in the community. Include the type of service, hours, address, telephone number, and fee, if any.<br><br>7.b. Show a film that shows illustrations of various sources of diagnosis and treatments of V.D. Following the film, have the students write a reaction paper, that includes what they learned. | |

CONSUMER HEALTH

GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Individuals are responsible for their own health and for knowing when to seek help from others. | 1.a. K-3<br>a. Have the students bring in prizes or other gimmicks they found in cereal boxes or other products. Ask students if getting a prize would make them buy a certain product, and what do they think about this type of advertising.<br><br>b. Have the students make a list of products related to health which are advertised on T.V. Ask such questions as:<br>aa. Do you buy things advertised in commercials?<br>bb. What do commercials tell us?<br>cc. Are commercials always true?<br><br>c. Emphasize that commercials try to attract your attention so you'll remember a particular brand. Ask students to pay particular attention to commercials for a few days. Through "role playing," allow children to dramatize a commercial they have seen.<br><br>d. Have each student bring some form of food container (purchased at a market) which illustrates or indicates (by label) a way of keeping food safe or insuring its food value. Labels such as store in a cool dry place, no refrigeration necessary, or artificial preservatives added are examples. Make an exhibit of these, encouraging students to explain to one another.<br><br>1.b. 4-6<br>a. Have the students make a list of the things they would look for if they were | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | government inspectors checking a place where food is prepared.<br><br>b. Have the students prepare a display of labels found on food, clothing, appliances, etc., and indicate why the warning on the labels are for the consumer's protection.<br><br>c. Have the students work in groups to write commercial announcements with deliberate, exaggerated claims. Each group should choose one person to read the claims as though they were being presented on radio or T.V. After giving the commercials have the rest of the class discuss the claims that were made and why they were misleading. | Film<br><br>20021 Supergoop |
| Some health products are commonly misrepresented through advertising. | d. Have the students bring in samples of advertisments for different health products. As a group project, have the class analyze and evaluate the claims. Have the class make a list of the way the ads are misleading. Have them also "brainstorm" a list of things to be aware of in commercials and advertisements.<br><br>e. Have the students make a bulletin board or a display of various advertisements especially appealing to children, e.g., cereals, toys, sweets, etc. Discuss why gimmicks such as a free prize, coupons, and special giveaways are often used to get boys and girls to buy the product. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | f. With the help of the students, prepare a list of professional people who work to help us stay healthy, (doctor, nurses, dentists, etc.). Ditto the list and distribute to each student. Ask the students to find out more about the job of each one by talking to their parents, friends, or neighbors. Assign some students to read books on these professions and report to the class.<br><br>g. Enlist the aid of your local health department to provide resource material or to provide a speaker who could talk to the group about how the health department works to protest the public.<br><br>h. Discuss and identify places where families go for health care. | |

CONSUMER HEALTH

GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Maintaining health requires effort, time and money. However, failure to maintain health may lead to disease and premature death, which are detrimental and costly. | 1.a. Have the student illustrate by reports or discussion how disease and premature death are detrimental and costly. | Film<br>22654 Where is Dead? 19 min. |
| | 1.b. Have the students do a report or an outline on how the failure to maintain health may lead to complications, both physical and economic. | Have speaker from one of the funeral homes in the area. |
| | 1.c. Invite someone from the business office of a local hospital or a local medical association to speak to the class of the costs of medical care today. Have him tell how the insurance policy can help reduce the cost of medical care to the individual. | |
| | 1.d. Have the students visit health department clinics and/or free clinics to find out what services these clinics offer to individuals. | Peoples Service Center<br>Petaluma Boulevard,<br>Petaluma, California |
| | 1.e. Have the students make a comparative list of health products falling into the same category. Have them determine how the prices vary from product to product within the same classification (brand name, generic name). | |
| | 1.f. Have a school nurse or public health nurse speak to the class on problems that may result from neglecting minor illnesses.<br>a. Toothache - tooth loss<br>b. Cough -- bronchitis<br>c. Recurrent indigestion -- ulcer | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| 2. Discretion in selection of health products can both enhance health and save money. Scientific knowledge and understanding are bases for effective evaluation, selection and utilization of health information, services, and products. | 2.a. Invite representatives of the various voluntary agencies to visit the class and to relate the services they provide for the community.<br><br>2.b. Invite the school nurse to speak with the class on the role of the medical profession in keeping the community informed on health topics and issues.<br><br>2.c. Have students or small groups of students prepare a chart for the bulletin board listing the health agencies in the community the location of the agencies, and the services available from each agency. (Bring free clinics to the students' attention.)<br><br>2.d. Have the students list government and voluntary health agencies. Discuss how each plays a role in maintaining individual and community health.<br><br>2.e. Have the students use the following as story starters:<br><br>a. "I have a pain on my left side."<br>b. "I want to know the facts about cyclamates."<br>c. "For a report, I need information about heart disease."<br>d. "I have a sore that doesn't heal."<br>e. "My neighbor told me that a pain on your right side means kidney disease."<br><br>2.f. Have the class invite a member of the following agencies to speak to the class about the agency's duties.<br><br>a. American Cancer Society<br>b. Heart Association | School Nurse |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | c. March of Dimes<br>d. Tuberculosis and Respiratory Disease Association<br>e. United States Department of Agriculture<br>f. County Health Department<br><br>2.g. Role play a situation in which a person has a consumer problem and has contacted the Better Business Bureau.<br><br>2.h. Have the students visit market and drug-stores and check information such as:<br><br>a. Grading (meat, eggs, etc.)<br>b. Dated items<br>c. Ingredients<br>d. Directions for use.<br><br>2.i. Have them explain why the above information is helpful to the consumer.<br><br>2.j. In small groups, have the students role play a make-believe consumer organization. Have them develop a set of standards which they will use in selecting health products and services to recommend to the public.<br><br>2.k. Have the students discuss how the Food and Drug Administration works to protect the consumer from misleading advertising of drug products.<br><br>2.l. Have the students make a bulletin board of ads from newspapers and magazines. Have them analyze the validity of claims in each ad before placing the ads on the board. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | 2.m. Have the students discuss what makes a person want to buy or use something.<br><br>a. A need for it.<br>b. A friend recommends it.<br>c. Peer pressure.<br>d. Status. | Books<br><br>Magic, Myths and Medicine<br>Atkinson, Premier Books |
| | 2.n. Bring in medicine advertisements and have the students analyze them along with television and radio commercials with repect to their influence upon our attitudes about medicines, drugs, pain, anxiety, solving proglems, etc. | Fads and Fallacies in the Name of Science, Gerdner, M. Dover.<br><br>Magic, Faith and Healing<br>Kiev, A., Free Press |
| | 2.o Divide the class into small groups and have the groups write commercials or advertisements with deliberate, exaggerated claims. Have one student from each group present the ad or commercial to the class. Have others point out misleading information in them. | Devils, Drugs and Doctors;<br>Haggars, H.W., Harper & Row |
| | 2.p. If any class members have tape recorders, have them tape television and radio commercials and bring them to class. Have the students discuss the commercials. | |
| | 2.q. Have the students discuss the purpose of advertising. What is the economic significance of it in the United States? Have them find out about the various industries, tobacco, drug, alcohol, etc. Who pays for the advertising? What is its appeal? Have them write an advertising copy for any products, using current techniques of persuasion. Have them write spot commercials and slogans. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 3. Self-diagnosis and self-treatment may be dangerous to an individual. | 3.a. Invite the school nurse or a local physician to speak to the class on the dangers of self-diagnosis/self-treatment.<br><br>3.b. Have the students write stories or role play situations which illustrate the dangers of self-diagnosis/self-treatment.<br><br>3.c. Have selected students do research papers on the training and experience necessary for health specialists. Have them discuss why it is better to rely on experienced advice than on self-diagnosis.<br><br>3.d. Have the students discuss why it is important to make decisions on health from a basis of knowledge rather than of trial and error.<br><br>3.e. Have the students role play various situations in which a person is relying on self-diagnosis/self-treatment. Use the following situations.<br><br>a. How it can be expensive.<br>b. How it might delay proper treatment.<br>c. How the condition could get worse or even lead to death.<br>d. How it might lead to poor nutrition.<br><br>3.f. Have the class discuss how fad diets may be harmful if not done under a doctor's care.<br><br>3.g. Have the class discuss what might happen if you took a friend's medicine because you thought you had the same symptoms. | Books<br><br>Doctors and Patients by Walker, Penguin<br><br>How to Make the Most of Your Doctor and Medicine, Pinckney Follett<br><br>Pamphlets<br><br>"How to Choose a Doctor" American Medical Association 535 N. Dearborn Street Chicago, Illinois 60610<br><br>"Ways to Keep Well and Happy" National Tuberculosis and Health Association, Local Office |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 4. Advertising may lead individuals in their selection and use of health information, products, and services | 4.a. Have the students form the habit of looking for and collecting new and magazine articles relating to health services and products. | |
| | 4.b. Discuss the emotional influence of advertising (T.V., magazines, etc.) on consumer health purchasing. | |
| | 4.c. Bring labels from food and drugs and cosmetics to class. Analyze the facts on the label. Look for misleading or deceptive statements. | |
| 5. Quackery and faddism raise false hopes, delay proper medical attention and cause financial waste. | 5.a. Have the students write a skit or play about a quack trying to sell a produce or a cure-all method and the possible consequences it might have. | |
| | 5.b. As a class project, write to the local chapter of the American Cancer Society and the Arthritis Foundation for information on quacks and their cures. | |
| | 5.c. Invite the school nurse, a local doctor, or a representative of the Better Business Bureau to talk to the students on medical quackery and faddism. | The Golden Age of Quackery Holbrook, MacMillan |
| | 5.d. Have the students discuss how treatment by quacks who guarantee a quick and easy cure can be both costly and dangerous to an individual. | |
| | 5.e. Have the class discuss how spontaneous remission make quacks look good. (Remission of symptoms would occur anyway, but a quack will get a testimonial from a patient.) | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 5.f. Have the students collect advertisements from magazines and newspapers which appear to make claims about restoring beauty or hair, or which offer some other quick cure. Ask the students to evaluate the claims in small groups and report their discussion to the entire class.<br><br>5.g. Have the students discuss ways that governmental agencies can protect the consumer from medical quackery.<br><br>5.h. Have the students describe the characteristics of a medical quack.<br><br>5.i. Divide the class into three groups to do research on the following topics:<br><br>a. Techniques used by quacks that encourage people to use their services.<br>b. The hesitation of the public to expose and prosecure quacks.<br>c. Folk medicines and other superstitions that can be detrimental to health.<br><br>5.j. The three groups are to prepare a short report of their findings to the class. They should be encouraged to prepare visual aids to make their presentation more interesting.<br><br>5.k. Have the students tell of health superstitions they have heard about.<br><br>a. Copper bracelet helps arthritis.<br>b. Beef steak helps black eyes.<br>c. Rubbing a toad on warts makes them go away. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCE |
|---|---|---|
| (Continued) | d. Sleeping with moonlight shining on your face causes insanity.<br>e. Garlic keeps you from catching a cold.<br><br>5.l. After the above are listed, have the class discuss them.<br><br>5.m. Find some examples of advertised products in newspapers, periodicals, etc., in which manufacturer attempted to satisfy a current fad (i.e. curbing smoking habit, controlling overweight).<br><br>5.n. Discuss vitamin supplements. Are they necessary? | |

CONSUMER HEALTH

GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. You, a consumer, are continually confronted by various sales promotions about health products and services. | 1.a. Have the class bring in ads and descriptions of health products or services, and have them discuss the real value to health of the products and services.<br><br>1.b. Have the class watch commercials on television, listen to them on the radio, or read them in magazines and newspapers, to identify the advertising techniques used.<br><br>1.c. Set up a role-playing situation in which several advertising techniques are used to sell a health product. Have the students use techniques to evaluate and resist the sales techniques being used.<br><br>1.d. Using the criteria for evaluating information about health products and services, have the students evaluate TV and radio commercials that promote products that are used by individuals. | Films<br><br>11155 Buyer Beware. 9 min.<br><br>21806 Advertising Information: Persuasion or Deception 13 min.<br><br>11037 This is Fraud. 8 min. |
| 2. The individual can be helped in making intelligent choices. | 2.a. Students obtain examples of charts and graphs that provide health information. Each student summarizes for the class the meaning of the data and how it could be used to sell health products and services. The students could also describe how this data could be distorted to appeal to the emotions of the individuals.<br><br>2.b. Have one or two students devise a health product having questionable health characteristics. Another student act as an intelligent buyer, refuting unfounded claims. Class members identify techniques used by the buyer in refuting the product and the possible emotions and values that the seller was appealing to. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOUPCE |
|---|---|---|
| (Continued) | 2.c. Have students identify sources of reliable and unreliable health information. Where possible, bring the source to class. Analyze these sources and determine the responsibility of this information. | |
| 3. Diagnosing and treating illness and injury is the responsibility of qualified personnel | 3.a. Have the class write a story in which they give examples of the dangers of self-diagnosis and self treatment. | |
| | 3.b. Have the students list the medical specialties on one set of cards and a description of their specialty on another set of cards. Have the class match the specialities with the descriptions. | Speaker from Sonoma County Medical Society 544-2010 |
| | 3.c. Have each student pretend that they were coming into a new community and needed to select a health advisor. Have them write down the steps they would take in selecting an advisor, and develop a class list of criteria to follow. | Sonoma County People for Economic Opportunity 544-6911 |
| 4. Quacks and faddists are successful in infiltrating all segments of society. | 4.a. In a class discussion have the students identify characteristics of a "quack." The characteristics could be listed on the chalkboard. | |
| | 4.b. In role playing situations, have the student pretend to be a health quack. Students could develop their own quack devices. The class could list the techniques used by the quack and discuss them after the role playing. | |
| | 4.c. Have the students list on a chart, the ways individuals and governmental agencies can protect against the quack. The charts could be used to discuss ways of protecting people from quacks. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 5. Each individual, to the best of his ability, has to bear the cost of providing health care for himself and his family; and, as a citizen, must share in the cost of maintaining a healthy nation. | 5.a. Have the students survey and report to the class their families insurance policies to determine the variety of insurance plans available. | |
| 6. Food fad and misconceptions about food can lead to a poor dietary practice | 6.a. Have the students list the food fads and fallacies then discuss their effect on the people. Discuss and evaluate these in class.<br>6.b. Have the class collect some examples of reducing fads. Discuss and evaluate these in class. | Local Health Food Store Proprietor |
| 7. Self-treatment with vitamins and other food supplements may be hazardous and also costly. | 7.a. Have students visit a super market and list all the food supplements that they can identify. Have students read about the different types of food supplements that are being used. Have the students report their findings to the class. (You may want to pick two groups, one for each finding.)<br>7.b. Have each student write a paper summarizing the economic and other implications of using food supplements. | |

# ACCIDENT PREVENTION AND EMERGENCY HEALTH SERVICES

## GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Accident Prevention<br>Potential hazards need to be identified and corrected to prevent accidents. | 1.a. K-3<br>a. Ask the children how many have been in an accident.<br>aa. Have several children tell what happened.<br>bb. Ask if anyone involved in the accident missed school due to the accident.<br>cc. Allow the children to talk about safety rules that could have prevented some of the accidents if they had been followed.<br><br>b. Divide a safety program into four parts: safety at home, safety at school and on the playground, safety to and from school, and safety at play. Develop each part in terms of safety rules, safety helpers for children, children's responsibility for safety and understanding of safety practices.<br>aa. Discussion questions:<br>(1) Have students assist you to prepare a list of safety practices when at home, school, and play.<br>(2) Discuss rules for behavior when walking to and from school, at school, and on the playground.<br>(3) Discuss with children the types of people who will help them to be safe and practice safe habits.<br><br>c. Plan and build a sand table to represent a street corner. Use model cars, buses, signals, etc. to demonstrate safe pedestrian practices. Allow the children to set up safe and unsafe situations. | Film<br>21313 Safety on the Playground<br>21312 Safety in the Home<br><br>Film<br>11148 Our Friend the Policeman |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | d. Have the students become "Safety Detectives" for a day or more to watch for accidents or conditions that might lead to accidents at home, school, and playground.<br><br>e. As a culminating activity have the children demonstrate what they have learned about safety in a short program for parents or another class.<br><br>1.b. 4-6<br>a. Have a fireman visit the classroom and explain how students can make an escape plan for their families. Each child should make a plan for his own family.<br><br>b. Have the students discuss how accidents might occur because of human behavior such as:<br>aa. carelessness<br>bb. drunkenness<br>cc. drugs<br>dd. anger | Film<br><br>10135 Poisons Around the Home |
| Safety and first aid help reduce accidents, prevent further injury, and save lives. | c. Have someone from the community or a school nurse come to demonstrate first aid procedures.<br><br>d. Have a poster contest for bicycle safety to and from school<br><br>e. Identify the different people who can help when there is an emergency and how to contact them. | Film<br><br>21803 One Got Fat |

# ACCIDENT PREVENTION AND EMERGENCY HEALTH SERVICES

## GRADE LEVELS 7-8

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Accident prevention (Potential hazards need to be identified and corrected to prevent accidents) | 1.a. Write the National Safety Council, 423 N. Michigan Avenue, Chicago, Illinois 60611 to obtain data sheets on firearms, hunting, auto safety, etc. | Safety for Teen-Agers Paperback Health Booklets by Richmond |
| | 1.b. Have students report on different areas of accident prevention. | Association of Casualty and Surety Companies Accident Prevention Department 60 John Street, New York 38 N.Y. |
| | 1.c. Have students prepare home survey of hazards and solutions. | |
| | 1.d. Contact the A.A.A. for accident materials and statistics. | |
| | 1.e. Driving a car calls for quick reactions. Accidents can often be averted by a fast turn of the wheel or use of the horn. To test a student's hand reaction time: | Aetna Casulty and Surety Co. Hartford 15, Connecticut. |
| | a. The student to be tested sits with one arm resting on a table and the hand extended beyond the table's edge. The thumb and index finger are as far apart as possible. | Allstate Insurance Co. 4800 E. 63rd Street Trafficway, Kansas City 30,Mo. |
| | A second student holds a ruler at the 12-inch end so the zero end hangs exactly between the finger and the thumb of the student who is being tested. | American Automobile Association 1712 G. Street, N.E. Washington 6, D.C. |
| | The student holding the ruler drops it without warning. The student being tested must catch the ruler between the thumb and the index finger as quickly as he/she possibly can without moving his hand downward. | |
| | The second student records the place in inches where the thumb of the student | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | being tested rests on the ruler.<br><br>The students repeat the test two more times, record the measurements, and average the results for each student tested. An average of nine inches or less show fast reaction time.<br><br>1.f. Gun control legislation is a subject of concern today. A variety of proposals have been made, ranging from total ban on gun sales to a ban on certain types of guns and certain ways in which guns are sold, for example, purchase through mail order houses. Have students discuss whether anything should be done to regulate the sale of firearms. Should legislation be passed and if so, what kind?<br><br>1.f. Have a student committee check with the school nurse or the central school administration to find out the number and kinds of accidents in the school over the past year and report to the class.<br><br>1.g. Have students find out what kinds of accident policies are available to them through the school or through insurance agencies. Have them compare the cost and coverage of these policies. Do any of the policies exclude high risk activities, such as football and skiing? Is there a time clause as to when the student is covered during the day, week, month, and year? | Films<br><br>22775 Drinking Driver. 28 min.<br><br>22580 Guns: Be Safe, Not Sorry. 14 min.<br><br>22552 Skateboard Safety. 13 min.<br><br>22404 Preventative Lifeguarding. 9 min.<br><br>22231 Trail Bike Riding Tactics. 20 min.<br><br>Bicycle Institute of America Inc.<br>122 E 42nd Street. New York N.Y.<br><br>Employers Mutual of Wausau<br>Safety Engineering Department<br>Wausau, Wisconsin<br><br>National Commission on Safety Education<br>National Education Association,<br>1201 16th Street, N.W.<br>Washington 36, D.C. |
| 2. Causes of accidents | 2.a. Have students write a story showing the relationship between accidents, attitudes, and emotions. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 3. Environmen can affect the health of individuals. | 3.a. Have students read current literature on pollution and report on pollution problems.<br>3.b. Have a panel discussion on the current status of pollution.<br>3.c. Have small groups of students discuss hazards in society that detract from health.<br>3.d. Have individual students give reports on physiological effects of pollution.<br>3.e. Have students write stories describing possible solutions to environmental health hazards. | Films<br>22089 Your Chance to Live: Pollution. 15 min.<br>Books<br>Air Pollution Control, Faith, W.L., John Wiley and Sons<br>Air Pollution: A Comprehensive Treatise, Volume I and II Stern, Arthur C, Editor Academic Press<br>Pamphlets<br>"Paperback Health Booklets" by Richmond, et al, Stanford Research Institute |
| 4. Community control activities protect the health and safety of individuals. | 4.a. Have the students write a story on how an individual can help protect health and safety by assuming responsibility for community health.<br>4.b. Have students do library research and describe in writing some of the community laws and regulations which serve to control community health (pollution, noise). | Films<br>11004 Knowledge is Protection 9 min.<br>21365 Emergencies in the Making. 15 min. |
| 5. There are qualities that characterize a healthy community. | 5.a. Have a panel discussion concerning those qualities which characterize a healthy community.<br>5.b. Have students illustrate the qualities of a healthy community (dioramas). | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 6. The home environment can affect the individual's health. | 6.a. Have students compile a list of qualities of a healthful home environment. | Petaluma Peoples Service Center for Cardio-pulmonary Resuscitation training. |
| | 6.b. Have small groups of students discuss the importance of the qualities of a healthful home environment. | |
| | 6.c. Have each student describe in a story the qualities that make up a healthful home environment. | |
| 7. Community health agencies make their greatest contribution when citizens take advantage of available services. | 7.a. Have students compile a list of the local health agencies. | |
| | 7.b. Have students visit and write to each health agency to learn about the services provided by each. Report their findings to class. | |
| | 7.c. Have guest speakers from local health agencies come and speak to students on the services available and ways of obtaining their services. | |
| | 7.d. Have students distinguish between governmental and voluntary organizations. | |
| 8. First Aid | 8.a. Have the students complete the Self-Guide of First Aid Experiences. | American National Red Cross<br>529 S. Wabash Avenue<br>Chicago 5, Illinois<br>(4 volumes)Local Red Cross Office |
| | 8.b. Have students observe the teacher demonstrating first aid care that should be given in different emergencies. | National Safety Council<br>East Bay Chapter<br>1322 Webster Street,<br>Oakland, California |
| | 8.c. Have small groups of students practice the first aid procedures observed in the teacher demonstration | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | 8.d. Prepare cards with situation written on them illustrating an emergency situation in which first aid care is needed. Have students draw cards and demonstrate the correct first aid needed in the situation depicted on the card. | Films<br>22583 Bleeding: What to Do. 17 min.<br>11344 How to Save a Choking Victim: The Heimlich Maneuver. 11 min.<br>21972 Life You Save: First Aid. 17 min.<br>22406 Swimming Rescues. 8 min. |

COMMUNITY HEALTH

GRADE LEVELS K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. <u>Community Health Resources</u><br>A variety of community health resources is available in our society. Individuals should know what these resources are and how to use them. | 1.a. K-3<br>a. Have the class list as many community helpers as they can. The teacher will write the community helpers on a chart. The students are then to determine how these community people help us.<br><br>b. Have students collect pictures of community helpers and put them in a book. Have the students compose stories to put with the pictures.<br><br>c. Invite various community helpers to talk to the class about their work.<br><br>d. Have each student write his/her own book about community helpers.<br><br>1.b. 4-6<br>a. Invite the school nurse or a representative from one of the community resources to come to the class and talk about how the community promotes better health.<br><br>b. Have the students make a survey of the local community to discover the voluntary agencies which contribute to the health of the community. | Sonoma County Health Services 527-2258 |

COMMUNITY HEALTH

GRADE LEVELS 9-12

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Selection of a personal doctor should be based generally on:<br>a. doctor's professional qualifications<br>b. reputation in the community.<br>c. personality factors.<br><br>Responsible doctors of medicine abide by a code of ethics established and maintained by their professional group, the American Medical Association, a code of ethics based upon the ancient Hippocratic Oath. | 1.a. Begin unit by having students write their reactions to the folowing:<br>a. What good reasons are there for selecting and establishing a relationship with a doctor or clinic when you move to a new community?<br>b. Why do many people not do this?<br>c. If you thought this was important, how would you go about it? | Films<br><br>21488 Hospitals Today. 13 min |
| 2. A mutually satisfying doctor/patient relationship contribute to the ideal of good medical care. | 2.a. Homework questions:<br>a. What does a patient expect from his doctor?<br>b. What does a doctor expect from his patients? | Social Service Department has pamphlets on Medi-Cal Insurance 527-2402 |
| 3. Laboratory tests serve as valuable adjuncts to practioner's skills. | 3.a. Have the class read on the importance of lab services. | |
| 4. Health care may be financed in several ways:<br>a. private resources<br>b. group resources<br>c. tax funds<br>d. voluntary contributions. | 4.a. Teacher describes a variety of ways man has devised to pay for health care. | Local Insurance Agency |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued)<br>An individual or family in the United States today usually has a choice of several forms of health insurance (which is group resources, above). | | |
| 5. Health insurance provides a means for spreading the cost of medical care over a large number of participants. | 5.a. Have students report on selected health insurance programs.<br>5.b. Use school health insurance plan as basis for discussing how small fees from many, when accumulated, provide care for few with large monetary needs. | |
| 6. One should choose a health plan, to meet his needs and income. | 6.a. Invite a representative of a health insurance plan to describe how one might select a plan best suited to his needs.<br>a. What is "basic service" needed?<br>b. What supplemental quality of service is available and hospitalization, home care, etc.? | Social Security Administration for material on Medi-Care Plan 525-4302 |
| 7. Compulsory health insurance operated by the Federal Government, to cover the "medically indigent," has been repeatedly proposed in the last few years. Though forms of this now exist, attempts to continue in the Congress to secure wider coverage for more persons has not materialized. | 7.a Have the class do research papers on the following:<br>a. Compulsory health insurance operated by the Federal Government.<br>b. Can we maintain quality of medical service under a compulsory system?<br>c. What are the alternatives insofar as providing for medically indigent persons?<br>d. Effect of compulsory health insurance on doctor/patient relationship? | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (continued)<br>The organized medical profession generally opposes such legislation as unwarranted goverment involvement in an area which should remain in the personal, non-government realm. | | |
| 8. The United States Public Health Service of the Department of Health Education and Welfare, perform a wide variety of services. | 8.a. Use diagram to illustrate a variety of services of United States Public Health Service. | |
| 9. Federal funds are allocated to both local and related health department services for the specific purposes. | 9.a. Use diagram to illustrate a variety of services of United States Public Health Service. | |
| 10. State health departments have certain legal powers regarding control of disease and promotion of public health. | 10.a. Buzz group topic: Why do health departments have police powers in certain instances?<br><br>Alternative: (Teacher's judgement is important here regarding maturity of class and specific community attitudes.)<br><br>Debate or symposium on: The Federal Government should or should not become more involved in the provision of medical care for Americans. | Parents or others who have lived in England or Sweden where a national health insurance plan was in force. |
| 329 | (continued) | 330 |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| continued | Divide the class into small groups and discuss:<br>a. Ask each group to write down and report its conclusion and its unanswered questions<br>b. Assign reading in class and/or homework for these answers to these questions.<br>c. Follow-up discussion. | |
| 11. Voluntary health agencies are organizations supported by private contributions they are directed by volunteer board members who may or may not have specific training in health. | 11.a. Introduce the concept of voluntary agencies by displaying a collection of fund raising devices:<br>a. Have the student identify agencies which each represents.<br>b. Identify health problem each agency is concerned with.<br>c. Point out a variety of health concerns. | |
| 12. Voluntary agencies may be categorized according to their main area of interest:<br>a. specific disease.<br>b. certain body organs or structures<br>c. health and welfare of specific groups<br>d. special phases of health and welfare. | 12.a. Obtain materials from various agencies to pass out for students to read and exchange materials. Discuss.<br><br>Invite Board or staff member of local agency to discuss the nature and work of his organization.<br><br>Read portions or all of "The Gentle Legions." | Heart Association, Sonoma County Visiting Nurse Association |
| 13. Most volunteer agencies have eight basic functions:<br>a. education<br>b. pioneering and research<br>c. demonstration and special services<br>d. supplementation of official agency | 13.a. Extra Credit<br>Students may report on one or more local agencies:<br>a. History<br>b. Activities<br>c. Board structure<br>d. Financing<br>Have the report made to the class, if this seems appropriate. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| continued<br>e. guarding citizen interest in health<br>f. promotion of health<br>g. group planning and coordination.<br>h. development of well-rounded community health programs. | | |
| 14. Responsible citizens have an important role in promoting and maintaining high standards for private medicine, public health, and voluntary agencies. | 14.a. Show or buzz group topic: How may the citizen participate in promoting and maintaining health standards of the community. | |
| 15. A good community is one that provides essential services and one of these should be in health. | 15.a. Have the students set up a new community with all the procedures and agencies necessary for health. | |
| 16. The community health program is there to promote healthful and effective living for all the people of the community. | 16.a. Have the students write a story in which they will discuss ways in which effective community health programs promote an environment which will lead to better health. Read and discuss some of the stories in class.<br>16.b. Have the students say what they feel about other things the health and safety oriented departments can do for the community. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 17. The community health services include all the official, voluntary and professional health agencies organized at the local, state and national levels for promoting the health of all people. | 17.a. Have the class view slides that show their own community's organization and services for health.<br><br>17.b. Put the class into small groups and have each group select a community health problem, such as V.D., polution, etc. and have them develop possible ways of solving the problems. | |

# ENVIRONMENTAL HEALTH

## GRADE LEVELS K-6

Grade Levels K-6

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| 1. Environmental Health<br>An interrelationship exists between human health and environmental quality. | 1.a. K-3<br>a. Discuss with the students some of the hazards we find in our environment. Make a list of those on the board. Take the students for a walk around the school or neighborhood and have them note hazards. After the walk, discuss what they can do about correcting some of the hazardous conditions. | |
| | 1.b. 4-6<br>a. Have the students collect pictures and articles on environmental hazards for a bulletin board or scrapbook. | |
| | b. Ask a school nurse or a doctor to speak to the class on diseases and disabilities caused by environmental factors. | |
| | c. Have the students write letters requesting information on the pollution problem to various agencies as:<br>aa. Department of the Interior<br>bb. State Department of Conservation<br>cc. Bureau of Forestry<br>dd. Sierra Club | Films<br>11011 Which Is My World<br>21678 Our Land Needs Your Help<br>21956 Conserving Our Environment |
| 2. Environmental Protection<br>Maintaining a safe and healthful environment is a shared responsibility of the individual, family, and society. | 2.a. 4-6<br>a. Have the students pretend they are on the local park commission. They are to establish a set of rules and regulations for the use of the parks. The rules should include safety rules and pollution prevention rules. Do the same thing on a larger scale for a national park. | 11078 How About It |
| | b. Have the students plan a school cleanup campaign through a mock T.V. program or the use of posters. | |

| CONCEPTS | LEARNING ACTIVITIES | TEACHER/STUDENT RESOURCES |
|---|---|---|
| (Continued) | c. As a class project, have the class locate and design a healthful city. Consider:<br>aa. geographical factors<br>bb. layout and design of streets, roads, playgrounds, parks. etc.<br>cc. facilities such as water treatment plant, sewage systems, etc. | |